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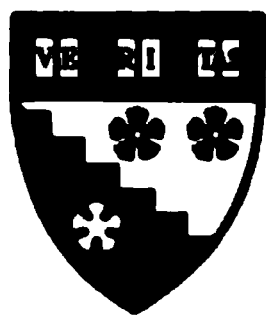
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# Indiana School Journal,

ORGAN OF THE

STATE TEACHERS' ASSOCIATION,

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THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

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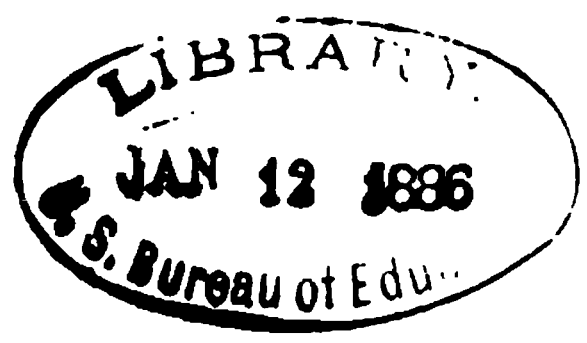
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# INDIANA SCHOOL JOURNAL.

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GEORGE W. HOSS, Editor.

No. 1.

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## EDUCATION.

BY HON. JOHN YOUNG, RECENT CONSUL TO BELFAST, IRELAND.

Education, in its most general sense, denotes the process by which we bring into full exercise the latent powers of all living beings. The florist, who by rich soil and favorable circumstances, changes a wild single flower into a double head, full with petals, is an educator.

The gardener who greatly enlarges the size and lusciousness of a fruit, by his plan of cultivation, is an educator. He simply educes the powers that were latent in the plant. These improved plants, by neglect for a few generations, will return to their former state.

The education of animals is also very common. The sentences uttered by the parrot are indeed few, and the meaning vague, because its mental powers are not sufficient to secure much further advancement. It is very beautiful to see a well trained horse sweep round the ring of a circus, and the horse usually performs its movements with as much regularity as the rider. The different families of dogs have been trained and fitted for the uses to which they are applied.

The Scotch Collie is a most faithful and clever guardian of the sheep. The New Foundland dogs, of St. Bernard

know well that it is their duty to conduct home weak persons fallen in the snow. The Pointer and Setter show a peculiar tact, which is the product of training, now become hereditary.

The educational training of man divides itself into two branches.

1st. The production of proper habits, and the increase of powers by repetition and imitation.

2d. The impartation of systematized knowledge to the pupil, to save the time of self search.

Our success in the second department is mainly dependent upon the habits and powers acquired by the previous training.

The individual seems at death to carry away with him the acquired knowledge; but he has imparted to his offspring, much of the habits and powers of mind and body which were educed by training. This fact opens a glorious prospect to the educator who spends much time in training and strengthening mental powers. His work will live even in the next generation, and by still receiving accessions of force in each age, the race may yet rise much higher than we expect. These two kinds of education, no doubt, blend together in practice, but if either may be neglected, certainly a failure to impart information will be less hurtful if we have disciplined the mind, increased the powers by use, so that they can afterward successfully study any subject for themselves. For this purpose, one subject well mastered, will avail more than half a dozen tried and trifled with.

The preparation of men for all the arts of life are processes of education. The seaman has to learn the names of a great variety of ropes and pins before he can be of any use on board. Then his speed in ascending the ropes, and his tenacity and steadiness in standing in the rigging, are powers acquired by long habit.

The workshop of the artisan is a school. Young men enter there with clumsy motions, and their first attempts are awkward failures. By degrees their muscles begin to act with ease and put forth only the power required without waste. The eye learns to decide upon correctness,



and the sense of beauty and order impresses itself upon all that they do. When the rude boy begins to play first upon an instrument of music his fingers can scarce be made to produce the sounds required; after a few years of culture, he sweeps the chords with magic speed, and performs difficult pieces by mere force of habit, while his thoughts are wandering elsewhere. The spirit of music has indeed taken possession of him, and every nerve and muscle obey the impulse of this presiding genius.

I have seen a gymnast hold a small boy of five years old up before him. The boy's form was stiff and rigid. He managed by degrees to make the boy's body revolve like the spoke of a wheel. When sufficient speed was attained the slightest touch of his hand kept the body up and continued the whirling process. When he pleased to terminate the operation he received the child in his arms perfectly unhurt, yet any accident occurring in the rapid whirl would have dashed the child to pieces.

The pliability of muscle, the ease of motion and the exact beat of time that can be acquired by practice, are truly wonderful. Money cannot buy these gifts, except very indirectly, yet acquired powers of a high order are attended with great honor. An Emperor, or even a President, may be the accident of birth, or the toy of a popular whim, but the man or child that can do great things by long bodily and mental training, is worthy of high admiration. The professors of these gymnastic arts, are not usually suitable persons to be entrusted with the charge of our children.

We could, however, by a slight addition to our means of training teachers, prepare them in our Normal Schools to give our children the accomplishments of many of these acquired powers. The learning of these, would take the place of our present school-boy amusements. Whenever our teachers shall become qualified to lead in exercises of high art, we shall hear no more complaints of their inability to govern their pupils. Youth are apt to be rude and disobedient toward teachers who are ill qualified, or even to those who know Greek, but have little common sense. But when children once look with admiration

upon the accomplishments of a teacher, their only impulse afterwards is to imitate and obey him.

Raw humanity, untrained to any art, is absolutely worthless. It cannot dig, and therefore, it is left to beg. The lowest degree of training, is that required for the day laborer who guides the plough or handles the spade. That secures in the American market a dollar per day or three hundred a year. When, however, high mental cultivation is added, the compensation rapidly ascends until your nation pays eight thousand dollars a year to your Secretary of State, or perhaps double that sum to the General of your armies. And according to the estimate of all European nations, these officers, with their high qualifications are not half paid at these rates.

Many suppose that some great natural ability placed General Grant at the head of our armies; not so. When Ulysses Grant was first recommended to the Governor of Illinois for appointment to office, the Governor declared that after conversing with him for an hour, he had learned more about military affairs than he had done in all his life before. That was the true secret of success. The science of war was as familiar to him as the alphabet.

The battle of Bull Run was a great and sad exhibition of the weakness of a mass of undisciplined soldiers. Companies straggled and lost sight of their officers. Generals rode about looking for their armies. Wooden cannon set in the hillsides, seemed to portend utter destruction to all. Newly purchased arms were cast away, and in terror, treading on each other, the would-be conquerors of the South hurried back to Washington. Yet most of these were the same men who, having become real soldiers, fought through the terrible battles of the Wilderness, often rivaling, and sometimes excelling the greatest feats of the armies of Bonaparte and Wellington.

It took four years to educate us up to the power of seizing and securing victory. No profession can be carried on in the present day successfully, without diligent preparatory training. The seven years apprenticeships of Europe is, no doubt, too long, but our one and two year preparations are equally too short.

Four years of college study, or of professional or mechanical training, is probably a proper term. Our preachers, lawyers, and physicians, no doubt often begin with less, but most likely to the injury and disappointment of those on whom they operate. Teachers are often volunteers for only three or six months service. These may do some good in the absence of those better qualified.

There is no profession that requires more general information, more skill in human nature, more order and sense of the beautiful and the good, than that of a teacher. Natural aptitude may occasionally do much without training, but those who intend to be teachers, should secure training with as much zeal as they secure knowledge. Nature is excellent to trust to, when the accomplishments of art are added to enable us to understand her mysteries. The work to be done by the teacher is a work of pruning, training, trimming and instructing. Now if an untaught gardener could not produce our plants and flowers, I see not how an untrained teacher can well discipline our children. We have at present in these United States, nearly all the appliances necessary to produce a high order of civilization. Our school houses and churches are numerous. Our funds, legal and charitable, seem sufficient for the purpose. But I suppose that the lack of qualifications among both teachers and preachers, must for many years to come, rob us of half the benefits of these noble institutions. In olden times, in Europe, the clergy were the learned men, while the people were illiterate. Now the matter is reversed, and ignorant youths are weekly instructing audiences, many of whom are wiser than themselves. Water can not rise above its level. The people can not readily make great advances in knowledge, while their leaders are lagging behind. It seems rather a wonder that we are advancing as fast as we do. Perhaps we owe it more to the press than to the pulpit. New things, good, bad and indifferent, are published in our papers for all readers. Knowledge does not seem to be flowing unusually fast through its wonted channels, but it is oozing out at all

crevices and corners. If hampered in the pulpit, it takes possession of the lecture room. It comes in the telegraph message or spreads itself among the sitters in the railway car. It utters challenges, holds discussions, and mingles its principles with our political and party contentions. Our four years war has given to us a breadth and freedom of thought infinitely beneficial. We now look difficulties in the face, that appeared mountain high before. We grapple bravely with the vital questions of right that underlie our political union. Our national character was painfully without nerve or firmness, until our war gave us the noble sense of personal independence. Our first revolution gave us a high degree of political freedom, in which we deservedly rejoiced, but of personal independence there was very little, for the man who ventured to utter out his own soul, was hunted down by the dogs of party drill. Now we emerge from a great war, and find that we are rejoicing in a full measure of personal independence. The President is independent of Congress, and Congress is independent of the Executive. The late slave stands forth a free man. He polls his vote, sits upon a jury, and is rapidly going over the Fourth School Reader, that he may get ready for the duties of citizenship. Then their old masters enjoy a sort of sullen independence, half in the Union and half out of it, so turned round as to be pretty well bewildered, with little of former self remaining, except the pride and passions of caste.

These are indeed stirring times. The very times for schoolmasters to leave the chimney corner and go all abroad. The times when teachers may feel that they have suddenly become a great power in the earth. That they may, in fact, re-fashion this great Republic according to their taste. Their access to the hearts of youth is very direct. Their tenure of office is usually short, and they need fear neither king nor priest in the discharge of their duty. If teachers were now well qualified for their posts, we should in twenty years make the progress of a century. The useful results of our half centuries researches in the sciences, could be made known to almost every

family in the land. The golden rule of doing as we would be done by, might be made the guiding principle of our politics, and the teachings of Christ, pure and simple, free from mystery and dogma, might become the food of our moral and spiritual life.

In our first revolution, political freedom was gloriously gained, but clerical influence inaugurated itself upon the ruin of personal independence. Now the people have pushed forward their rulers, and proclaimed themselves in behalf of whatever is essentially and eternally true and right. To show what that is, infallibly and unmistakeably, is the work of the hour. Blessed are they who gird themselves as faithful servants, and do the duty cast upon them by the times they live in.

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## TECHNICAL EDUCATION.

[The following article, touching a question of broad and practical interest, is taken from the *Massachusetts Teacher*.—Ed.]

The following forms part of an article which we find in "Engineering," a scientific paper of the highest authority, published in London, and edited by Zerah Colburn. It raises the question whether, if the United States are ever to develop their vast material resources, or keep their place as a great manufacturing and industrial nation, some better means must not be found for utilizing the time now worse than *wasted* by boys between the ages of eight and fifteen, in the dull routine of our public school system. The appended letter from Ex-Gov. Washburn, gives an account of a highly interesting experiment in that direction.

The Schools Inquiry Commission have published the answers of various English jurors at the Paris Exhibition, to a question officially put to them, as to whether they concurred in the substance of Dr. Playfair's letter to Lord Taunton, which lately appeared in the *Times*, and

which was to the effect that the continental nations were gaining great advantages over Great Britain in consequence of a better system of technical education.

To this inquiry several replies have been made, and we give the substance of most of these as follows:

*From John Tyndall, Esq., F. R. S.*—I hardly think that an Exhibition in Paris furnishes the means of accurately testing the comparative merits of English and French education.

The simple inconvenience of transport tends to render England worse represented than France.

Still on other grounds I would express a general concurrence in the views of Dr. Playfair. The facilities for scientific education are far greater on the Continent than in England; and where such differences exist, England is sure to fall behind as regards those industries into which the scientific element enters.

In fact, I have long entertained the opinion that, in virtue of the better education provided by continental nations, England must one day—and that no distant one—find herself outstripped by those nations, both in the arts of peace and war. As sure as knowledge is power, this must be the result.

*From Edward Frankland, Esq., F. R. S.*—I quite agree with Dr. Playfair in referring this want of progress in the manufactures of this country, chiefly to the almost utter lack of a good preparatory education for those destined to take part in industrial pursuits. This great defect in the school and college education of England, effects the masters and managers of our factories even more deeply than the workmen themselves. The former have but rarely had any opportunities of making themselves acquainted with the fundamental laws and principles of physics and chemistry; they therefore find themselves engaged in pursuits for which their previous education has afforded them no preparation, and hence their inability to originate inventions and improvements. It is true that such men not unfrequently imagine themselves inventors, and the yearly files of patent specifications abound with instances of their so-called inventions. The



great loss of time and money attending these futile patents would be rendered impossible by a very moderate, if accurate, knowledge of chemical and physical science.

In the polytechnic schools of Germany and Switzerland, the future manufacturer or manager, is made familiar with those laws and applications of the great natural forces which must always form the basis of every intelligent and progressive industry. It seems that at length this superiority in previous training is more than counterbalancing the undoubted advantages which this country possesses in raw material.

*From James E. McConnell, Esq., C. E.*—I agree with Dr. Playfair in his views, generally, and am satisfied as to the comparatively small progress we have shown since 1862, and the great advance which continental nations have made during that period.

In the class of which I was juror for England, (No. 63), I made a very careful examination and comparison of our locomotive engines, carriages and railway machinery, apparatus and material, as shown by this country, with the same articles exhibited by France, Germany, and Belgium. I am firmly convinced that our former superiority either in material or workmanship, no longer exists; in fact, there are engines shown there, made in France and Germany, equal to those of the best English makers. It requires no skill to predict that, unless we adopt a system of technical education for our workmen in this country, we shall soon not even hold our own in cheapness of cost, as well as in excellence of quality, of our mechanical productions.

I found that on the Continent there are now a number of workmen's schools established, in which a clever mechanic can qualify himself for any scientific position in his business. In England our mechanics' institutions are more like reading clubs. Classes are neglected, and, in consequence, when a good workman is selected for a foreman's place, he is generally found wanting in technical knowledge. We have treated our workmen too much like machines; but this must be remedied, if we are to maintain our ground.

Having, for about twenty-five years, superintended large numbers of English workmen, I can speak on this point practically.

*From Captain Frederick Beaumont, R. E.*—I trust I may not be deemed presumptuous in stating what I believe to be a very great want in England, viz, such an institution as the well-known "Arts et Metiers," of Paris. I know of no national institution where the public of our own country may study practical mechanics, and the arts appertaining thereto. Such a one would, in my opinion, be valuable, not only to working men and their superiors, but to engineers. It should be an evidence of the most advanced mechanical knowledge of the country; and while teaching primarily through the eye by the models and machines exhibited, it would naturally form the focus of other means of instruction by lectures, classes, etc.

I apprehend it is only when taken up by Government, that such an institution would assume proportions sufficient to be really effective as a means of national education.

*From Warington W. Smyth, Esq., M. A., F. R. S.*—As regards the broad question of technical education, I will only add, that the greater proportional advancement made by France, Prussia and Belgium in mining, colliery working and metallurgy, appears to me to be due, not to the workmen, but, in great part, to the superior training and attention to the general knowledge of their subject, observable among the managers and sub-officers of the works. No candid person can deny that they are far better educated, as a rule, than those who hold similar positions in Britain.

*From David S. Price, Esq., Ph. D.*—In reference to the second part of Dr. Playfair's letter, recommending that an official inquiry should be made into the means "by which the great states are attaining an intellectual pre-eminence among the industrial classes, and how they are making this to bear on the rapid progress of their national industries," I would beg to observe that I believe the sooner we are acquainted with the facts, the better.

Whilst assenting to the proposition, I must distinctly state that I do not agree with Dr. Playfair, that the technical education of working men is the most important method for the maintenance of our industrial supremacy. The information gleaned by acting upon his suggestion, would be instructive, and great good would result from its application; but what is really wanted for this country, and is of vital consequence to our future prosperity, is a higher scientific culture of those who are likely, in the natural course of events, to be master manufacturers, so that when discoveries are made they may fructify, and not stagnate or decay, as has too often been the case, for want of intelligence on the part of those who command capital and works to perceive their merits; and that they, the manufacturers, may be able to appreciate and adequately remunerate the scientific talent that this country is, and always will be, able to afford them.

I would add further, that no reformation bearing upon industrial progress, is more required than in the Legislature, and it is a reproach to the country, that science is not represented in parliament. It is only a few years since that our classic and commercial statesmen repudiated the idea of the exhaustion of coal in England, whilst last year they, in a fit of alarm, organized a commission to inquire into its probable duration.

It would be well if an investigation were made as to what have been the results of the teachings in science of the German Universities; what Liebig has done for modern chemistry, and how the system inaugurated by him at the small University of Giessen, has spread throughout the world, and what benefits have resulted from it; what we owe to the teachings of other chemists, and the physicists, metallurgists and geologists, of those excellent seats of learning. Whilst advocating the necessity for the dissemination of scientific training in England, I must not omit to bestow a passing tribute of commendation to the success of those Institutions of recent date, which were established to supply a want that existed many years since. I allude to the Royal College of Chemistry, of which the late Prince Consort was the

President, the School of Mines, and the colleges in the metropolis, where scientific departments have been founded. Of the two former I can speak from positive knowledge. In the first named, many of the men who have taught, and not a few of those who have studied there, have not only enriched chemical science by their researches, but have left a permanent mark upon the leading industries of this country. From the School of Mines have emanated men who in metallurgy and geology have greatly extended the application of those sciences; nor is this to be wondered at, when we consider the reputation of the professors under whom they have studied. It is, however, a well-known fact, that the public do not rightly appreciate the education that this institution is capable of affording, and that comparatively but few of the sons of manufacturers avail themselves of its advantages.

In conclusion, I must express my firm belief, that extended scientific education, is of the highest consequence to us, if we wish to retain our present position in the scale of nations, that it will mostly benefit the future master manufacturer, that it must tend to elevate the social position of the intelligent working man, and to create a greater sympathy between master and man, than at present prevails; and if it do this, the evils which threaten to impede, if not to paralyze, our national progress may be averted.

*From J. Scott Russell, Esq., F. R. S.*—I have to state that in much that Dr. Playfair has said, I entirely agree, and that from my own recent personal inquiries into the state of technical education in Switzerland, Germany and France, I have reluctantly come to the conclusion that it is much more advanced in those countries than in ours.

As a juror in the Paris Exhibition, I have come to the conclusion that the higher class of education given in each of those countries to the workmen in its skilled trades, as well as the superior professional education given to the higher classes of men employed in technical professions, is everywhere visible in the works exhibited by those countries. And I attribute the surprising strides

those countries have been making for the last ten years in many of the great staple branches of mechanical construction and manufacture, to the admirable scientific and practical training which the governments of those countries provide for their working classes.

Dissatisfied with our national progress, we have naturally turned our minds to search for the cause of the progress of other nations, and for the cure of our own deficiency. We find that during these years some nations have been occupied in diligently promoting the national education of the various classes of skilled mechanical workmen, for the purpose of giving skill to the unskilled and rendering the skilled more skillful. We find that some nations have gone so far as to have established in every considerable town, technical schools for the purpose of teaching all the youths intended to be craftsmen those branches of science which relate most nearly to the principles of their future craft. Workers in metal are taught the nature of the mechanical powers with which they will have to work, and the chemical properties of the materials they will have to operate upon; engine builders are taught the principles of heat and steam, and the nature of the engines they have to make and work; shipbuilders are taught the laws of construction, hydraulics and hydrostatics; and dyers and painters are taught the laws of chemistry and color. All skilled youth are taught geometry, drawing, and calculation; and, in many countries, every youth who shows great talent in any department, is promoted to a higher training school, and there educated at the public cost.

Besides these local schools, other countries have technical colleges of a very high class, for the education of masters and foremen in engineering, mechanics, merchandise, and other practical and technical professions.

We have not failed to notice that it is precisely those nations which have been systematically giving a course of preparatory training and education to their population in their skilled trades, that have shown the most marked progress in national industry in these successive Exhibitions.

Prussia, Switzerland, Belgium, France, America, seem to make progress in proportion to their excellence of educational training—Prussia in steel, iron, and general engineering work; Switzerland, in scientific engineering, machinery, and watch and telegraph work, and in textile manufactures; Belgium, in metal working and mechanical trades; France, in metal work, and in steam engines, engineering structures, naval architecture, and steam navigation. All these nations seem to exhibit growing skill and progress in proportion to the excellence of the education and training they give to their manufacturing population.

It becomes, therefore, a serious national question for England and the English, whether they have or have not been wise in neglecting to take adequate measures of a national character for the complete technical training of all the youth destined to skilled trades and occupations. By this training we do not, on the one hand, mean elementary education, nor, on the other hand, do we mean any substitute for a practical working apprenticeship. We mean a schooling midway between the elementary day-school and the workshop, which the youth should enter after he knows reading, writing and counting, in order to apply his reading, writing and calculation to the purpose of acquiring such knowledge of mathematics, mechanics, mineralogy, chemistry, drawing, etc., as shall fit him more aptly and perfectly afterwards to learn and to profit by the teachings of the workshop and the office. It is unquestionable that apprentices to trades, coming into the workshops with this preparation, will make greatly more rapid and certain progress, than those who enter direct from an elementary school.

But in England we can scarcely as yet be said to possess such schools. Certainly they are not uniformly distributed over the towns of England; and it seems that in no country have they thriven, or even existed, except when organized and sustained by nations at large, acting through their governments.

We have, therefore, to recommend to the serious attention of the British nation the consideration of the



importance of establishing a national system of technical and trade education.

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CAMBRIDGE, Sept. 1, 1867.

PROF. ATKINSON :

*Dear Sir*—I have availed myself of your permission to look over the article in *The Teacher* on "Technical Education," while in preparation. I take great pleasure in being able to say that some noble friends of education in Worcester County, have so far anticipated the wants of the public for such schools as are contemplated in the letters with which you have favored your readers, that an institution is now in great forwardness in the city of Worcester, which aims at the purposes so fully commended in those letters.

The history of the institution is briefly this: A gentleman, now deceased, who, though uneducated, had by the prosecution of a mechanical trade accumulated a handsome estate, proposed to place in the hands of certain persons the sum of \$100,000, for the purpose of founding an institution such as, in their judgment, was needed by the public to supply a practical education for those who did not intend to pursue a collegiate course of instruction.

The want of a school at which the practical sciences should be taught, where young men could prepare themselves to take charge of departments in manufacturing, in mechanical establishments, in the working of iron, the processes of bleaching, printing, etc., and, in short, in the various forms of applied science, was so obvious, that a plan for that object was at once suggested, and met with the approval of the donor. The scheme found favor at once; individuals came forward and contributed some \$50,000 for the erection of the necessary building; and another gentleman, of distinguished liberality, himself a mechanic, proposed to unite with the principal institution a machine-shop, fitted with all necessary engines and apparatus, to be superintended by a man of competent science and skill, in which practical instruction should be given to a certain number of young men who should be

pupils and receiving instruction in the institution. And to this end, he contributed what amounts, in all probability, to from \$60,000 to \$75,000; while another distinguished friend of progress and liberal learning has contributed land and moneys for the completion of the buildings, some \$30,000 or more. So that the institution will commence with certain and assured funds and property of \$250,000 or more. The institution has been incorporated, and the requisite buildings are in great forwardness upon one of the most beautiful sites in or around the thriving and active city of Worcester.

It is to be an entirely free institute, no fee or tuition being charged for instruction. It is intended to embrace the several departments of practical science which such a scheme would reasonably require, such as chemistry, natural philosophy, embracing mechanics, hydraulics, metallurgy, etc.,—mathematics in their practical applications, etc. And it is intended to have the instruction in whatever is taught of that thorough and practical character, that a young man educated there may be prepared to engage in places requiring the knowledge and application of the laws of science.

The precise details of the order and course of instruction are not yet matured, since it has been thought wise and expedient to leave these to be settled upon the final organization of the institution. All that I desired now to say was, that the friends of this enterprise will be greatly disappointed, if the institution at Worcester, which we may hope to see in full operation in a few months, is not found to meet the very wants which are so fully described in the letters above published.

In a county as large and flourishing as that of Worcester, combining the several interests of agriculture, mechanics and manufactures, such an experiment can hardly fail to succeed. It is to be an intermediate school between the common and high schools of the State, and the college, wherein practical science, as well as general culture, can be pursued without employing the time which is often unprofitably spent in the study of the ancient languages in our colleges. It is an institution

demanded by the wants and genius of such a community, and may be confidently regarded as the nucleus and element of a much broader school, where science may be taught and applied in a manner adequate to the growing demands of the country in its widening fields of industry, art and economical resources.

Yours truly,

EMORY WASHBURN.

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## SCHOOL EXAMINATION.

BY PROF. A. R. BENTON, PRESIDENT N. W. C. UNIVERSITY.

In a former article we considered the necessity and utility of school examinations. It is also important to inquire, Who should examine? and, How should examinations be conducted?

Before entering on these enquiries, we would suggest some general considerations which should control every examiner of classes. If the class should be held to a strict accountability to know the subject studied, so also the examiner should confine himself to the proper limits of that study.

In the first place, therefore, it is essential that there be a distinct understanding with respect to the amount of every text book prepared for examination, and of the time required to make such preparation. The thoroughness of the class will be determined by the merit of their examination, and their proficiency by the distance over which they have traveled. The one is the proper complement of the other, in determining the diligence of the students, and the efficiency of the teacher.

In the next place, due attention ought to be given by the examiner to the character of the text book, whether it be an elementary, or an exhaustive treatise on a given subject. It would be manifestly unfair to propound intricate questions in grammar, rhetoric, algebra, or physiology to one who had mastered only the elements of these branches. The questions might glorify the examiner, but at the expense of justice to the pupils. The

transgression of these self-evident limits is as great a fault on the one hand, as is the want of preparation for examination on the other.

Again, the examiner should be able to maintain perfect ease and self-possession, and thus be able to impart them to the class. It will not be possible to do the latter without possessing the former. The feeling of assurance and self-command in pupils is sympathetic, and must be caught by actual contact with the same spirit. No command, however imperative, can give it. It tends rather to disconcert and distract the thoughts.

Hence the moral qualifications of a good examiner are, self-poise, quiet assurance, free from bustle and embarrassment; and, if he shall succeed in fixing the attention of the class upon himself, they will quickly catch the same spirit. It is hardly necessary to state that severe looks, sharp words, and obscure questions, antagonize and destroy this spirit.

With these general views, respecting the qualifications of an examiner, we are better prepared to consider, Who is the proper person to examine a class?

All things considered, the teacher is the proper one to conduct the examination. Were it not for his liability to be lenient to the weaker members of the class, this would not be called in question. Hence, to avoid favoritism, and in order to secure strict impartiality, it is maintained that some one less interested should act as examiner.

While on the part of the teacher there is a tendency, and only a tendency, to favor the weak, in the case of every other examiner, there is such manifest disqualification for the work, as to be a positive injustice to the class.

In the first place, the teacher has such a personal acquaintance with every member of his class, his mental processes, his readiness, and his mode of grasping a subject, that he is especially fitted to bring out before an audience the full power of the student. For the want of this knowledge no other person can conduct an examination, especially an *oral* one, with justice or with success.

Again, the teacher has accustomed his class to his own phraseology, in testing day by day their knowledge. To this they have become habituated, and by it they at once catch his meaning. Now to introduce, on examination, another style of phraseology, which will almost invariably occur if the teacher is set aside as the examiner, will materially embarrass a class, if not utterly confuse them.

A single instance of this kind will fill a class with such apprehensions and forebodings of failure that it will be difficult to reassure them. But, on the other hand, an observing teacher is quick to perceive whether he is comprehended or not, and to adapt himself to any condition that may arise. Finally, on this point, it is apparent that an unfamiliar voice and manner tends much to increase the excitement incident to such occasions. This can but be held in check by the familiar tones of the teacher. If from over sensitiveness to failure, the mental equilibrium is disturbed, no voice is so potent to calm this perturbation as that of the teacher.

How should examinations be conducted?

There are two methods, the oral and the written. Each of these has its peculiar advantages; and the judicious teacher will select that which will serve his purposes best. In some branches, as reading, &c., he is of necessity confined to the oral method. But, in other studies, if it be his purpose to interest spectators at his examination, as well as to test the proficiency of his class, he will use the oral method, because by it greater spirit and variety can be displayed. In this method slight deviations from perfect accuracy may pass unnoticed or unchallenged.

In a written examination there is no stimulus from the looks or voice of the teacher. The student labors under the painful consciousness that the utmost precision is expected, in definition, spelling and punctuation. Thus the scholar is left to his own unaided resources, and whatever defects may exist in his scholarship, this will most effectually reveal them. It would be safe to say that both methods should have a place, the one as the necessary complement of the other.

## TOWNSHIP INSTITUTES.

BY HAMILTON S. MCRAE.

The Superintendent of Public Instruction, in his last report says of Teachers' Institutes, that, "they are producing *larger* and *better* results in proportion to their cost, than any other agency in our system." While this is true, it is to be regretted that there is a class of so called teachers, in greatest need of the benefits of the State and County Institutes, who will not attend an Institute a single day unless compelled. This class can be reached by the City, Town, or Township Institutes if the School Trustees adopt regulations requiring attendance or forfeiture of a day's pay.

In the cities and large towns, Teachers' Meetings are usually held once a month, under directions of the Superintendent, and they should be held as often in the townships, did not the working of the present law render it impracticable to do so. So long as the duty of selecting the teacher, and fixing the time for school to begin, is assigned to the inhabitants of the district, there will be but little unity of action.

It is not to be expected that a meeting of all the teachers can be had every month, when one school in the corporation may begin in September, and another in May.

Until an increased length of the school term creates a demand for at least one teacher in each township, qualified to superintend an institute, the Trustee will find it necessary to secure the attendance of the examiner, or to employ an Institute holder, to be paid from the special fund. Saturday afternoon will be the most favorable time for holding the Teachers' Meetings, but it would be well for the Trustee to require a school to be kept open in the morning and taught under the inspection of the Superintendent and Teachers' of the Institute. After the Institute is called to order, each teacher might be asked such questions as these.

What do you do to secure punctuality?

What do you do to secure attendance?

In their replies, teachers would refer specially to successful methods.

In many of the exercises the skillful conductor of the Institute will, as far as possible, obtain the opinions of teachers before expressing his own.

It will be impossible in one afternoon to present every subject of study, or an exhaustive treatment of any topic. The great error to be avoided is a tendency to overshoot the mark. A first step lesson on number, will accomplish more good than an explanation of the Cube Root.

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## HOW I CONDUCT THE OPENING EXERCISES IN MY SCHOOL.

BY W. A. BELL, PRINCIPAL OF INDIANAPOLIS HIGH SCHOOL.

MR. EDITOR:—I wish to say something on the subject of “opening exercises in school”—and desiring to make what I say as *practical* as possible, I give my own method. I give it, not as a *model* to be copied and followed by others, but because by this means I can best express what I have to say. Experience has taught me that *applied minutiae* are much more instructive than *abstract generalities*. This is my excuse for giving my own experience.

I call school fifteen minutes before 9 o'clock, but the opening exercises do not begin till nine. The order during the intervening fifteen minutes is as perfect as at any other time, except that pupils may speak by *permission*. They also take this time to get from the teacher any assistance that may be necessary. Pupils coming in during this time are not counted tardy. At exactly nine o'clock the bell strikes, at which signal *all books*, except the singing-books, are placed in the desks. When there is perfect silence I proceed to read the morning lesson. This lesson is never long, seldom exceeding five or six verses, often consisting of but a single verse, and

sometimes of but one short sentence, or simple expression. I usually read only as much as relates to one particular subject, and by comment and *re-reading* call special attention to the thought contained in it. This I consider much preferable to the more usual custom of reading, perhaps an entire chapter, without comment. By the first method the one thought is impressed and remembered; by the second, in the multiplicity of ideas, but little if anything, is retained, and the time almost uselessly spent. These lessons should always be prepared beforehand.

I do not read consecutively, but select such passages as I consider most appropriate—such as bear on any particular subject that I may wish to bring before the school. As the object of these exercises is strictly devotional, I seldom read from the historical parts of the Bible, but select such passages only as teach moral and religious truths.

I once tried the experiment of having the scholars read alternate verses with me, as is customary in Sabbath schools, I soon gave it up, and am satisfied that it is *not* a good plan. I think that Sabbath school superintendents generally make a mistake in this respect. I judge of this matter from personal experience. When I read only each alternate verse, I do not get the full sense of what I read, for while the intervening verses are being read, I am looking ahead to see what I have to read next. I did this when I was a boy, and do so to some extent now. I believe that the same is true concerning others.

Some teachers read only a part of a verse, or, it may be, but part of a sentence, allowing the pupils to finish it. This method is preferable to the former, as it obviates, to a great degree, the objection mentioned above. The Sermon on the Mount, and some of the Psalms, are beautiful read in this way.

Still another method, is for the teacher to read only so much at a time as can be remembered, and have the school repeat it after him. This method is preferable to either of the others in ungraded or primary schools, as *all* can join in it. In the two former, those who cannot



read at all, and those who cannot read readily are wholly excluded from the exercise.

My conclusion, then, is, that *generally* the teacher himself should do the reading. When the pupils read, most of them necessarily give their *chief* attention to the *reading*. When the teacher reads they can attend wholly to the *thought*. The teacher should sometimes ask questions, and often make *brief* comments. A word or two from the teacher will often serve to arrest the attention and fix a fact or impress a thought, when the simple reading would be unheeded. In fact reading to small children without comment is worse than useless—it is a mere form, a waste of time. Better, far, omit the reading entirely, and give the substance in your own language. If presented in a proper form the children will understand it, and be interested in it.

Lest teachers should take advantage of this opportunity and teach *sectarianism*, (shame on the teacher who would do it,) school trustees have usually guarded against it by making a rule that the scriptures shall be read "*without comment*." To avoid an imaginary evil, or one which but seldom occurs, they take from the teacher the means of doing a positive and constant good. This ought not so to be.

The reading is always followed by prayer. The prayer is always short, seldom, if ever, reaching three minutes in length. It is always made to refer to the lesson read, and, if possible, to further impress its teaching. The petitions are in behalf of the pupils and their interest—rarely for anything more. During prayer each pupil bows his head upon his desk.

It is a beautiful and appropriate exercise, to have the school, in concert, repeat the Lord's Prayer, or one of the Psalms. If the teacher prefers it, this may take the place of an original prayer, or be added to it.

After prayer we always sing. As the singing-books were placed on the desks before the exercises began, there is now no confusion in taking them from the desks. After singing, the books are quietly closed, but not put away, and the pupils give attention.

I usually take a few minutes at this time to make announcements, or to speak of any matter that I may wish to speak of connected with the school. Also, if any one has come in tardy, or has been absent and has returned without a written excuse, his name is called, and, in the latter case, he is sent home for an excuse.

When I have finished, I simply say, *one*, which is the signal for placing the singing-books in the desks, and taking hold of the study-books; at the word *two* the books are taken from the desks and held above them, but not allowed to touch them; at *three* the books are laid carefully upon the desks, and work begins. In all these general exercises I am careful to see that every pupil observes each signal strictly and promptly. Ten minutes usually remain for study before recitation begins.

“Perhaps, in all the six hours of school, there are no other fifteen minutes so fraught with power for good or evil, as those first fifteen minutes in the morning devoted to ‘*opening exercises*.’ ‘How can I conduct those exercises so as to secure the good and prevent the evil.’ ”

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[Written for the School Journal.]

### GOD'S TRUTHS.

BY WILLIAM RUSSELL.

The incubus of slavery,  
That mountain-heavy pressed,  
With all its gyves, and broken lives,  
Upon Columbia's breast,  
Is gone, thank Heaven, and on the rod  
Of Freedom bloom appears;  
For, each in time, the truths of God  
Come rounding down the years.

No more shall grate upon our souls  
The slave girl's dragging chain,  
Nor to the skies her shrieks arise  
Amid tears, groans and pain..

For this we prayed, for this we bowed,  
 With hopes that half were fears;  
 But, each in time, the truths of God  
 Come rounding down the years.

Shall cloud land's demon forms of air  
 Avert us from the right?  
 Or shall we deem, in our despair,  
 That God no more is light?  
 That therefore round him silence-shod  
 The seraphs walk in tears?  
 Ah no! For still the truths of God  
 Come rounding down the years.

We mortals bustle on through life,  
 And make our works amiss;  
 But in the eternal centuries  
 God hath all time for His.  
 We wait and pray, upon the sod,  
 Kneeling with many tears;  
 But, each in time, the truths of God  
 Come rounding down the years.

Four thousand weary, weary times  
 Earth circled round the sun,  
 Before the flight of miracles  
 Attained the crowning one,—  
 Before Judea's hills were trod  
 By the King of all the spheres.  
 But, each in time, the truths of God  
 Come rounding down the years.

And peering through the future dark  
 Previsions dim arise,  
 Where men shall all be seraphs fair  
 And earth all paradise,—  
 When Right no more, as now, shall plod  
 Her way through blood and tears.  
 For, each in time, the truths of God  
 Come rounding down the years.

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HOPK springs eternal in the human breast.  
 Man never *is* but always to be blest;  
 The soul, uneasy and confined from home,  
 Rests and expatiates in a life to come.—*Pope.*

## SCHOOL OFFICERS' DEPARTMENT.

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### DISTRIBUTION OF SCHOOL REVENUE.

REYNOLDS, IND., Nov. 12, 1867.

*Hon. George W. Hoss:*

DEAR SIR,—I would be happy to submit, for the consideration of your readers, a subject which I have revolved in my own mind until I am convinced that it is one of some importance. It is the subject of so amending our common school law, that we may effect, as nearly as possible, a uniformity in the length of our schools throughout the State. It is, perhaps, impossible for us to effect that to a mathematical exactness, yet I think we can approximate that end very nearly.

The following is the law upon which our school system is based: It shall be the duty of the General Assembly "to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all." See Constitution, Art. 8, Sec. 1.

According to the statute law under which we are now operating, the school funds are apportioned to the counties, townships and cities, according to the enumeration of the pupils therein, within the ages prescribed by law, assigning each an equal portion of money. Equitable as this may appear, we notice that in practice it operates very unequally and unjustly. As every enumerated pupil has an equal interest in the common school fund, it has, therefore, a right to an equal share of the benefit derived therefrom.

As shown by the Report of the Superintendent of Public Instruction, the average term of public schools throughout the State, for 1866, was 68 days. The same Report shows that there were ten corporations in the State in which the term of school equaled or exceeded two hundred days each. Bolivia Township, Benton county, had 246 days; Harris Township, St. Joseph county, 298 days; the city of Columbus has reported 300 days; and Cass Township, White county, but 22 days.

Let us compare the first and last of these numbers given, the contrast is sufficient, the difference in the length of time being 224 days. Where is the equality in that? Are our schools *equally open to all*? Surely not. Then the question arises, Can that defect in our system

be remedied? We think it can. The following plan we think will remedy it in a great measure, or possibly suggest something better:

Take the reports of the present practice as a basis from which to calculate. First find the average wages paid per day for teaching in the entire State, then multiply that by the number of teachers employed in the public schools; that will give us the cost of teaching in all the schools in the State for one day. Then divide the whole amount of money to be apportioned, by the cost of the teaching for one day, and that will give us the length of the schools in days. Then let us find, for example, the average cost of teaching in White county—multiply that by the number of teachers employed in said county, which will give us the cost of teaching in said county for one day. Multiply that by the number of days the schools are to be taught, and that will give us the amount of revenue due to White county. Then let us apportion that money to the cities and townships in like manner; then proceed under the law in townships as it now exists, reckoning this year from the report of last year, and next year from that of this year, and so on.

*Objections:* The following are two of the main objections which have occurred to our mind: First, it might have a tendency to increase the amount of wages paid to teachers; in the second place, it might encourage the building of too many school houses, and therefore employment of too many teachers. As to the first of these objections, I think it will be regulated by the great regulating principle that runs through all commercial interests and enterprises—that of supply and demand. I see this is now effecting the price somewhat in our present practice. As to the second objection, I would suggest that it be controlled by some disinterested party. Perhaps the School Examiner, acting as the agent of the Superintendent of Public Instruction, should have the supervision of the division of districts.

I think, with a few safeguards, the above could be made practicable.

T. N. BUNNELL.

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## GENERAL RULES GOVERNING THE DISTRICT SCHOOLS OF HENDRICKS COUNTY.

BY ORDER OF THE COUNTY SCHOOL BOARD.

I. The Trustees recommend that the several District Schools of Hendricks County, commence as early as the first Monday in October.

II. The hours of tuition shall be from 8½ A. M., to 4 o'clock P. M., allowing an hour from 12 M. till 1 P. M., and a recess of 15 minutes from 10½ A. M., and 2½ o'clock P. M.

III. The Schools shall be opened by reading from the Scriptures, to which may be added other devotional exercises.

IV. The authorized text books for the Schools are as follows :

1. *Spelling—McGuffey's New Spelling Book.*
2. *Reading—McGuffey's New Series Readers.*
3. *Writing—Spencer's Series.*
4. *Arithmetic—Felter's Primary, Ray's Third Part, and Stoddard's American Intellectual.*
5. *Geography—Camp's Series.*
6. *English Grammar—Pinneo.*
7. *U. S. History—Quackenbos.*
8. *Physiology—Cutter.*

This series shall be used for the next six years, unless by reason of some decided improvement, it shall be deemed necessary to make a change sooner.

V. Teachers will be expected to arrange their classes with reference to this course of text books, as nearly as possible, and shall not be obliged to hear recitations or form classes in any others, except in the higher branches.

VI. Every pupil attending these Schools must be promptly supplied with the necessary books as required. If there are parents too poor to furnish the needed Books, the Trustees as Overseers of the poor shall furnish them.

VII. Pupils are expected to enter School at the beginning of the term, and attend regularly and punctually, and obey all directions of the Teacher, observe good order, propriety of deportment, not only in school, but in going to and from the same. In case of absence or tardiness, a satisfactory reason will be required by the Teacher.

VIII. All injuries to the school house, yard, fence, furniture, or other school property, by the pupils, shall be made good in money or satisfactory repairs, and no pupil shall be allowed the privilege of the school, if he, or his parents, or his guardian, neglect to make good such damages.

IX. Any pupil who shall, in or around the School premises write, or otherwise use profane or unchaste language, or who shall draw or carve any obscene picture or representation, shall be liable to suspension or expulsion, according to the nature of the case.

X. The school house shall be kept neat and clean as possible. The use of tobacco, in any form, in the school room, is forbidden.

XI. Teachers are entitled to the respect and obedience of their pupils, and shall, at all times, exercise a firm and vigilant, but prudent discipline, governing, as far as possible, by gentle means.

XII. Each Teacher is required to keep a Daily Register of the attendance of the pupils, noting tardiness and bad conduct, and to make a report of the same at the close of the term.

XIII. All Teachers are expected to attend the meetings of their County Institute, when not prevented by sickness; and also the County Association, as far as possible.

XIV. The wages of teachers shall be governed by grade of their certificates, subject to modification as to their success in former teaching.

XV. As visiting the schools tends to give them life and animation, parents and guardians are requested to visit the schools as often as possible, and Directors to visit them at least once a month.

XVI. The school house may be used for private schools, only upon the conditions prescribed by Sec. 158 of the School Law.

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### LENGTH OF TERM OF SCHOOLS.

The reports, now in the office of Public Instruction, show that the average term of Public Schools in the State, for the year ending August 31st, 1867, was 80 days. This is an increase of 12 days over 1866. Had the number of schools, and the wages of teachers remained the same as they were in '66, the term of schools would have been 90 days.

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### TOWNSHIP GRADED SCHOOLS.

**QUESTION:** Does the Township Trustee decide the question as to the need of a Township Graded School, also as to the place of its location? Further, is his decision final?

**TRUSTEE.**

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**ANSWER:** The answer to the first and second of these questions is, yes; to the third, no. Elaborating these answers a little, we would say the Trustee is as fully authorized by law to decide the two points named when applied to Township Schools as when applied to District Schools. In declaring this authority, it is not meant to declare that the Trustee should not show a decent regard for the opinions of the citizens of the township. He should in all cases show this regard, but in case of disagreement, the Trustee is authority. This authority may be set aside by the Examiner. This brings me to the third question.

An appeal from the decision of the Trustee, touching the two points named, may be taken to the Examiner, whose decision is final. [See School Law, Sec. 164.]

## EDITORIAL—MISCELLANY.

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### THE NEW CONSTITUTIONS ON EDUCATION.

It is a fact weighty with significance, that the new or recent State Constitutions make larger provisions for public schools than do the old constitutions. This is true whether applied to States North or South. One element in these provisions is the prescribing of the minimum time which the schools shall be kept open. A second element is that the time is longest in the most recent constitutions. No constitution prior to 1837 fixed the length of time which the schools should be kept open. In the year 1837 Michigan adopted her first constitution, and in this constitution was the requirement that the schools should be kept open at least three months in each year. The provision is in the following words :

“The Legislature shall provide for a system of common schools, by which a school shall be kept up and supported in each school district at least *three months* in every year; and every district neglecting to keep up and support such a school may be deprived of its equal proportion of the interest of the public fund.”

In this act, this bravely educational State moved to the front. New England, with her age and prestige, had not, nor has she to this day, a single constitution requiring the schools to be kept open for any definite period. In further praise of Michigan, it may be said that she stood thus in front for several years, even up to 1846, when Iowa adopted the same provision. In 1848 Wisconsin adopted a like provision. In 1850 California adopted the same provision. Kansas, in her first constitution, adopted the same. Thus the custom was established. But under the beautiful law of progress, which requires that the last shall be first, Nevada, the next born of the States, takes the proud position as leader. In the following words she provides for a six months term of school :

“The Legislature shall provide for a uniform system of common schools, by which a school shall be established and maintained in each school district at least *six months* in every year.”

In the same year, Maryland adopts a new constitution, in which the requirement is made for at least *six months* each year.

Thus it will be seen, first, that the new constitutions are in advance of the old ; second, that the newest are farthest in advance. From



this we deduce the encouraging conclusion that the people, the makers of constitutions, are becoming more thoroughly convinced of the necessity of education, consequently are making larger provisions for it.

There is a second element of advance in the newer constitutions, namely, in the provision for funds. Independent of the Congressional land grants, which are confined to the newer States, the new constitutions, as a rule, make larger provisions than do the old. We will not stop to cite the individual facts proving this proposition, but may state in general terms, that as a rule the School Funds of the Western States are larger than those of the Middle and Eastern. And among the largest, if not the largest, of these, is the fund of our own State.

We conclude, therefore, with these encouraging facts before us, that the new States are, through their constitutions, making larger provisions for popular education than are the old States. May these larger provisions be successfully carried out, and may the great States of the great West have a culture as broad as their prairies and as rich as their virgin soil.

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### SMALL THINGS IN AND ABOUT THE SCHOOL ROOM.

With a hope of benefiting younger teachers, we call attention to some small things in and about the school room. Please, reader, do not turn away after reading the caption, saying you have no talent for *small* things. Some small things are valuable. The man who tells me how to keep my pump from freezing, small fact as it is, does more for me practically, than the man who tells me the length of the Rhine, or the width of the Thames.

On the same principle we believe teachers may be benefited, that is, their work lightened, by means of some small things. Among these things, we notice,

1. A CLOCK.—We hold a clock to be a necessary means to the good management of every school. Because of the shortness of the term of school, and the frequent destructions during vacation, we do not insist strenuously upon having a clock in every house in rural districts, but on the other hand, we do insist that there should be a clock in every school room in villages, towns and cities.

It may be objected that teachers carry, or ought to carry, watches, and consequently have but little need of clocks. In answer, we would say, teachers, as other people, need monitors; they are liable to work out of time, lengthening certain exercises, and as a consequence, shortening others. The clock is an ever-present monitor, saying, work to the programme. The watch being seen less frequently, admonishes less frequently, and often too late. Further,

the clock is a guide to the pupils. Thus it disciplines both teacher and pupil. Hence, when practicable, let each school room be supplied with a clock.

*Caution.* Do not get a clock with a striking weight; or, if you do, have the prudence to leave this weight without winding. This caution would not be given were it not that we have heard clocks without rhyme or reason, systematically pound off their twelve strokes, all school work ceasing during this interesting performance.

2. We suggest a Thermometer for every school room. A properly regulated temperature in the school room is a matter of real importance. This cannot be secured without a thermometer. The sensations of the teacher when under the press of labor, are not to be relied on.

3. It is desirable that every school house having a suitable hall or vestibule, should be supplied with a wash-stand, basin, towel and looking-glass. The inculcation of sentiments of cleanliness is a part of school training. The above-named articles will aid in this result.

4. Every school house should be suitably furnished with Mats and Shoe Scrapers. The need of these articles is too obvious to require argument, consequently they are passed with the single statement that if teachers and trustees would have pupils keep school rooms clean, they must furnish reasonable means of cleanliness. Cleanliness has been declared "kin to godliness;" therefore, let no teacher or trustee carelessly turn this matter aside.

5. PICTURES.—Starting with the assumption that school rooms should be attractive as well as comfortable, it follows that pictures should find a place in the school room. Few things tend more to give a school room a cheerful and home-like appearance than a few tasteful and well-arranged pictures. No teacher should consent to let four bare walls frown down coldly upon the children, from quarter to quarter. A school must not be a prison in either fact or semblance. Therefore, let pictures come to cheer and gladden it.

We pass from the *desirableness* of pictures to a more difficult matter, namely, the means of *obtaining* them. Under this head we would suggest, first, that pupils be solicited and encouraged to bring such pictures as their parents may spare. If the parents will not consent that these be presented to the school, let them be loaned during the term, and re-loaned during the next term, &c.

Second, let teachers do what they can to procure pictures for permanent use in the school room. We do not mean buy, so much as solicit (or *beg*).

Third, sometimes a part of the proceeds of an exhibition might with propriety be appropriated to this purpose. There are other methods which will suggest themselves to the enterprising teacher.

In conclusion, therefore, on this subject, we would say, if you have a decent school room, with clean and unbroken plastering, devise some means by which you may obtain pictures. Let it never be forgotten that it is a part of the teacher's business to make the school

room pleasant. And further, let it not be forgotten that "*a thing of beauty is a joy forever.*"

There are other subjects to which attention should be called, but for the sake of brevity we desist for the present. One of these subjects, Ventilation, will, most probably, receive attention in the next number of the JOURNAL.

It may be remarked in conclusion, that although this article is addressed to teachers, it is not presumed that all the conveniences abovenamed can be obtained without reference to the trustee. The reverse is true,—the presumption being that the teacher, after discovering these and kindred wants, will promptly make them known to the trustee. In this are two important points: first, an intelligent appreciation of these wants on the part of the teacher; second, a proper presentation of the same to the trustee. It is hoped, therefore, that teachers may be able to present their wants in such manner as shall elicit the co-operation of the trustee, and secure the conveniences necessary to the efficiency and comfort of their schools.

## METHODS, EXPERIMENTS, PRACTICES, &c.

### VALUE OF FRACTIONS IN INTEGERS.

*Hon. G. W. Hoss, Editor Indiana School Journal:*

SIR—Being very much pleased with the new department—"School Room Methods and Practices"—which I found in the last No. of the JOURNAL, I send you the following, which you may publish if you think worthy:

To find the value of fractions in integers, I have my scholars solve the examples after the following method:

*Example:* What is the value of  $\frac{2}{3}$  of a week in integers?

#### SOLUTION:

$$\begin{array}{cccc} \text{wk.} & & \text{da.} & \text{da.} & \text{da.} \\ \frac{2}{3} = \frac{2}{3} \text{ of } 1 = \frac{14}{3} = 4\frac{2}{3} \end{array}$$

$$\begin{array}{ccc} \text{da.} & \text{hrs.} & \text{hrs.} \\ \frac{2}{3} = \frac{2}{3} \text{ of } 24 = 16 \end{array}$$

*Ans.*—4 days 16 hrs.

The advantage of this method of solution is this:

1st.—Pupils understand more readily why we multiply the fraction by the number of the lower denomination that it takes to make one of which the fraction is a part;

2d.—It fixes thoroughly in the mind the method of reducing compound to simple fractions;

3d.—And improper fractions to whole or mixed numbers;

4th.—They can employ cancellation.

W. F. W.

## COMPOSITION AND REVIEWS.

MUNCIE, IND., Dec. 9th, 1867.

PROF. HOSS—*Dear Sir:* I have an exercise in my school that I have never seen in any other; and since it has proved a success, I desire to report it under the head of "Experience," to which you have allotted a space.

1. *Its origin.* I had, during seventeen years' experience in teaching, felt the necessity of a better method of review than that which I had hitherto practiced; hence, one Friday morning at 10:30, I requested my A class to write on slates ten new things they had learned since attending my school. They did so. The result was very satisfactory, since it "was not only a review, but combined with it an exercise in composition, and classification of knowledge."

2. The result proving satisfactory, I determined to make the exercise general, and have since required both classes to perform the same task. Nine-tenths of the pupils deem it a pleasure to execute the work, as their improvement has evinced.

3. Its advantages are, that it consumes much less time than the old method of review. Now, instead of the exercise being written on the slate, I have each write on paper, and arrange under the different heads or subjects, viz.: Grammar, Arithmetic, Geography, Physiology, Orthography, Miscellanies, etc., etc. Under Miscellanies are written facts learned from oral instructions not connected with any study pursued in school—perhaps some moral or religious truth derived from the morning Bible lesson. Every pupil is at work at the same time, and by arranging under the different heads, and numbering each item, a method of classification is obtained. After all have finished their work, I read each production, and have pupils, with slate and pencil, number from one upward all the things enumerated that are unlike in substance; of course, the same fact will be better expressed by some than by others. Last Friday was a two weeks' review, and 140 different things were enumerated by thirty-one pupils, and most of them were well expressed and systematically arranged. Those pupils who produce the best papers, are generally the last to finish their work (except two or three drones). Those who express much in a little, combine several ideas under one number, and acquire the habit of condensing and combining to a degree highly commendable. When I read the papers, errors in orthography and grammar are noticed; parts best performed are noticed,—not the performers, as the name of the pupil is not announced.

Three months' experience in this practice has proved that a pupil can write a composition about something he or she understands, in an incredibly short time. How much better this method, than the one which finds a pupil sitting for hours, with pencil in hand, subject announced, waiting for something to come to his or her mind, rather than writing that which is already in the mind.

If the pupils commence reading their own productions before all have completed the exercise, a few laggards will copy items, and so, instead of original improvements in their own language, become guilty of plagiarism, and add nothing to the aggregate of items. Committing the work to paper, and not reading till all have finished, obviates this tendency. Once I varied the exercise in this manner:

1st.—“Write three things you have *heard*, of interest, and proper to relate.

“2d.—Three things you have *seen* of interest, and proper to relate.

“3d.—Three things you have *done* of interest, and proper to relate, within the past week.”

Some failed in this exercise, and I asked them if 'twere possible they had lived a week without seeing, hearing or doing anything of any use to themselves or any body else? Then what good is your life to you or any body else? And you immortal, responsible, and accountable beings! An impression of the importance of life was thus made.

As a review, this method has another advantage:—each pupil answers ten questions, which are more than an average of those answered by each in an oral review. Also, reading the papers gives the school the benefit of the various matters in all the items, and the various forms of expression.

Yours, very truly,

C. C. WALDO.

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### SPELLING.

As a partial answer to the request in last issue concerning methods of spelling, a teacher sends the following: “Some time ago I began teaching spelling and defining at the same time. We took ten words a day, and on Friday we reviewed the work of the preceding four days. After practicing this method for some weeks, I asked the class their opinion concerning the same, when one member of the class said, ‘One day I heard two men talking, and one of them used the word *praise*, and I knew what he meant.’ Another said, ‘I see lots of words in my Sabbath School books, which I have learned the meaning of.’”

Says the writer: “I am satisfied that pupils like this new plan much better than the old. By this means, one thousand six hundred words may be learned in a year.” Further: “If classes are somewhat advanced, or have some knowledge of other languages, this work may be made doubly valuable by tracing the relation these words hold to other languages.”

For the benefit of our readers, we should be pleased to have a fuller answer to the question, “How to teach spelling to advanced classes?” The question, “How to teach Map Drawing,” is also sub-

mitted. Let us have short, direct answers to these and other similar questions.

We feel justified, at this point, in thanking our friends who have so promptly supported this new department with their clear and practical articles. We hope that many more will join this number. If teachers generally will aid, this may be made one of the most valuable departments in the JOURNAL. Please forward your experiences without delay.—ED.

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### PULASKI COUNTY INSTITUTE.

WINAMAC, IND., Nov. 23, 1867.

PROF. G. W. HOAG—*Sir*: The second session of the Pulaski County Teachers' Institute began on Monday, the 18th inst., and adjourned to-day. Fifty-five teachers were present. The principal instructors were Dr. J. B. Hoag, of Knox; Prof. J. H. Smart, of Fort Wayne; G. W. Clinger, of Royal Centre, and T. T. Shaffner, of Winamac.

Two lectures were delivered by Dr. Hoag; subject—"Man, his Character and Duties;" "Duties of Teachers." And one by Prof. Smart; subject—"Theory and Practice in Teaching."

The evening sessions were attended by large and appreciative audiences, showing that our people are waking up on the subject of education, and of the importance of Teachers' Institutes.

Resolutions were adopted in favor of Teachers' Institutes, reading the Bible, Educational Journal, tendering thanks to Prof. Smart, Dr. Hoag, and G. T. Wickersham, County Examiner, and against tobacco.

G. W. TAYLOR, *Sec'y*.

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### THE HENDRICKS COUNTY INSTITUTE,

Held its third annual session in Danville, commencing on Monday, November 4th, and continuing five days, under the superintendence of Examiner, A. J. Johnson. Eighty teachers were enrolled as members, the largest attendance yet in the County, being nearly 80 per cent. of the teachers actually employed in the schools.

The instructors were M. R. Barnard, and D. Hough. The subjects presented in their instructions were Primary and Advanced Arithmetic, Primary Reading, Spencerian Writing, Spelling, Geography and Map Drawing, English Grammar, Composition, Theory and Practice of Teaching, &c.

Dr. Adams presented the subject of Physiology and Ventilation.

There were two evening Lectures. One by Mr. Barnard, "Gen-

eral views of Education, and duties of citizens;" the other by Mr. Hough. "Atmospheric Phenomena." It was

*Resolved*, That we tender M. R. Barnard, and D. Hough, our sincere thanks for their earnest and devoted labors with us, assuring them that we will ever hold them in kindly remembrance, for the amount of real pleasure and profit, they have afforded us during their visit.

*Resolved*, That none but *Drones* and *Lesson Grinders*, will absent themselves from their County Institute.

*Resolved*, That each Teacher be a reader of the *Indiana School Journal*.

THAT WHEREAS, Prof. Hoss has declined a re-nomination for the office of Superintendent of Public Instruction, and believing that the interests of Public Education demand, in this office, a man of ability, and practical experience as an educator, and believing that Prof. A. C. Shortridge, of Indianapolis, possesses, pre-eminently, these necessary qualifications, therefore,

*Resolved*, That we most earnestly recommend his nomination for this office.

The teachers who felt it to be their pleasure to remain on Friday night, together with others whose friendly presence cheered us during the session, met in social re-union, as annouced by the Committee, and bright eyes sparkled, and all was

"Merry as a marriage bell."

ANNA E. BROWN, Secretary.

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THE Jennings County Institute, at its recent session, enrolled eighty members.

THE Parke County, Jefferson County, and Franklin County Institutes, all open on Monday, Dec. 30th.

PROCEEDINGS OF THE STATE ASSOCIATION.—Next number of the JOURNAL will contain a report of the proceedings of the State Teachers' Association.

BIOGRAPHICAL SKETCHES.—In the March number of the JOURNAL we hope to commence a series of Biographical Sketches of prominent Educators of Indiana. The first of this series will be the sketch of the first Superintendent of Public Instruction of the State. Professor W. C. Larrabee.

The world is accustomed to lay away for future reference, the names and deeds of its warriors, statesmen and divines; with equal propriety may it so do with the names and deeds of its Educators. To this end, in part, is this proposed series of sketches.

## FROM ABROAD.

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**WISCONSIN.**—The third number of a new School Monthly, is on our table from Wisconsin. This journal is called "The School Monthly," and is published by the "Milwaukee Teachers' Association." This number presents a clear type, a neat page, and good matter.

**MINNESOTA.**—The December number of the Minnesota Teacher, is graced with a handsome picture of the Minnesota State Normal School.

**COLLEGE ENDOWMENTS.**—The Illinois Teacher takes the following from the Yale Courant: "Thirty-one colleges received within the last year endowments amounting, in the aggregate, to \$3,000,000. Of this sum Harvard and Cornell Universities, Yale and Tuft's Colleges, received \$1,666,000. Fourteen of these Colleges located in the Western States, received \$590,000.

**VIRGINIA.**—A Normal School for colored persons, was recently opened in Richmond, Virginia.

**OHIO.**—Honorable Anson Smyth, School Commissioner of Ohio, in 1861-2, and subsequently Superintendent of the Cleveland Schools, has recently accepted the general agency of the Hahneman Life Insurance Company.

Hon. E. D. Mansfield, Ohio's accomplished statistician, occasionally finds time to grace the pages of the Educational Monthly, with his practical thoughts and terse style. It is well that the strong pens of outside laborers occasionally enter and broaden the narrow circle of our technical school literature. We wish the pens of a few Mansfields were at work in Indiana.

**MICHIGAN.**—The annual meeting of the State Teachers' Association, takes place at Lansing, January 1st, 2d and 3d.

The programme presents the following among other subjects for consideration:

*Should the State compel the Education of her Children?*

*Woman's Work and Woman's Wages.*

**NEW YORK.**—New York is soon to have another Normal School. This is to be located in, or near, the city of Buffalo.

In the city of New York there were about 227,000 children in the public schools in the year 1866, and there were expended in support of these schools, about \$2,420,883.

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**REVENUE FROM LIQUORS.**—The Internal Revenue report for the year ending June 30th, '67, shows that the revenue from liquors distilled and fermented, was \$35,115,509.



## BOOK TABLE.

WEBSTER'S NATIONAL PICTORIAL DICTIONARY, Published by G. & C. Merriam, of Springfield, Mass.

This volume contains 1040 octavo pages. Among other commendable features the following are worthy of special notice.

1. *Principles of Pronunciation*.—The sounds of the letters are given with a precision that indicates an ear possessing the delicacy of the musician. The slender sound of *a* in *past*, is an illustration of this statement.

An elegant pronunciation cannot be attained without some accuracy in the elemental sounds. This work will contribute in a high degree to this result.

2. *Prefixes and Suffixes*.—In this work is a table containing a small number of prefixes and suffixes. The number of these being small, they are not so valuable in what they *furnish* as in what they *suggest*. To the uninitiated, they suggest the wide, and rich field of Etymology.

3. A table of Modern Geographical names, with their pronunciations. Also, a like table of Modern Biographical names.

4. A table of Quotations from the Greek, Latin, and Modern Languages.

In the more essential elements of a dictionary, etymology and definition, though not equal to the Royal Unabridged, this is an admirable work for the price and size. In these two elements we believe it full enough, and minute enough, for all cases, save where severe accuracy is required. For pupils, business men, and general readers, we believe it will be found ample.

By way of remark in conclusion, we may add that a good Dictionary is indispensable to every one who aims at even tolerable accuracy in pronunciation and definition. Without it, none may hope to pass beyond the colloquial use of our language. A good Dictionary is therefore a *sine qua non* to him who would be either accurate or elegant in the use of the English language.

A NEW AND PRACTICAL SYSTEM OF THE CULTURE OF THE VOICE AND ACTION, WITH AN ANALYSIS OF THE HUMAN PASSIONS, AND AN APPENDIX OF READINGS AND RECITATIONS, By J. E. Frobisher. New York; Ivison, Phinney & Blakeman, 16 mo., pp. 262.

This work is, in all its departments, more direct and practical, than any work that we have yet seen on this subject.

The rules are, so far as we are acquainted with their application, in general, philosophic. The examples used for drill in articulation, are numerous and well-selected. They furnish a means of drill indispensable to good vocalization. In the department of general culture, as Pitch, Force, Waves, Slides, Melody, &c., the author is remarkably elementary, yet severely analytic. Without dwelling on

details farther, we do not hesitate to say this is a work of superior merit, for school room use.

**RIDER'S PENMANSHIP.**—The author has recently revised this series of Copy Books, adding greatly to their neatness, symmetry and elegance.

The elements that essentially difference these books from others, are, 1st, A presentation of badly formed letters; 2d, Head lines on each page containing cautions and suggestions.

The rules and directions relative to position are full and accurate. The system is presented under the following separate heads, namely, Position, Movement, Hight, Form, Slant, Spacing and Shading. Having no facts from personal observation, we cannot state the results in the School-room. We may, however, say that if the results shall be as good in the school-room, when in the hands of a teacher, as they are in an Institute, when in the hands of the author, even the most critical will declare them satisfactory.

**GUYOT'S WALL MAPS.** Published by Charles Scribner & Co., New York.

To say that these are handsome Maps hardly expresses the fact, they are beautiful. The various colors represent to the eye the relative hight of the mountains, plateaus, and valleys, one shade melting into another as the mountain descends to the plain, and the plain to the low-land.

A set of these maps consists of six different pieces.

The four smaller measure, each, 23 by 29 inches. The next larger, double this size, and the largest four times this size. The four smaller have maps on each side. This, in our opinion, is objectionable, subjecting them to dirt and friction, as they hang against the wall. They are all on canvas, hence have the elements of durability. These maps in the hands of a skillful teacher, cannot fail of yielding good results.

**THE NORTH WESTERN FARMER.**—It is a matter of gratulation that Indiana, after several fruitless attempts, is sustaining an agricultural paper. This gratulation is the more significant in the fact that she is sustaining a *good* paper. This inures to the credit of two parties, the farmers and the editor; the farmers for *sustaining*, and the editor for *producing* a paper worthy of being sustained.

It is not praise, but simple truth, to state that this paper is worth sustaining; more, it is a superior paper, reflecting credit upon its editor and aiding the agricultural interests of our State.

If this paper could be regularly read, and its instructions faithfully applied by every one of our 158,000 farmers, the net gain in farm products would be several thousand dollars per annum.

The Common Schools of our State are preparing farmers' sons for reading, and a large part of this reading should be agricultural.

The farmer who expects to obtain all his knowledge from experiments and tradition, may make up his mind to small knowledge and small crops. Large knowledge and large crops, and small knowledge and small crops, usually go together; knowledge being a *power* here, as elsewhere.

This paper is published monthly, at Indianapolis, by Dr. T. A. Bland, at \$1.50 per annum.

**THE ATLANTIC MONTHLY.**—This Magazine maintains its high level of literary taste and ability. In elegance, culture, and breadth of thought, it stands in the front ranks of magazine literature in this country.

This Monthly is published in Boston, by Ticknor & Fields, at \$4.00 per annum.

**THE LADIES' REPOSITORY.**—This work is devoted to Literature and Religion. Its religious spirit is elevated, carrying with it an influence that must be felt wherever read. Its literature is good, sometimes rising to the elegant. Each number is embellished with a handsome engraving. It is published monthly, in Cincinnati, by Poe & Hitchcock, at \$3.50 per annum.

**PHRENOLOGICAL JOURNAL.**—Of all the journals, that reach our table, no one deals so directly with the facts of practical life. It deals with some difficult problems, but they are the problems of our wants; with theories, but they are the theories relating to humanity. A man may, as he pleases, believe or disbelieve, Phrenology, yet this journal will furnish him much information for guidance in duty. This journal is published monthly, in New York, by S. R. Wells, at \$3.00 per annum.

**EVERY SATURDAY.**—A weekly publication, made up of selections from foreign current literature. It is published in Boston by Ticknor & Fields.

**THE HERALD OF HEALTH** is a journal of physical culture. While some of its articles are purely professional, the majority often contain practical matter suited to the non-professional reader. This journal is published monthly in New York by Miller & Woods, at \$2.00 per annum.

**THE SOUTHERN EDUCATIONAL RECORD** is the title of a journal published in New York. Placing side by side the title and the place of publication, and, involuntarily is suggested the idea of certain former day politicians, namely, northern men with southern principles, and southern men with northern principles.

This journal is northern in place, and southern in title; all else is open to inference.

**THE SPARKLING GEM**—A Temperance magazine for boys and girls. The first number of this magazine has been on our table some weeks awaiting notice. As its name indicates, it is a temperance paper for the young. In our judgment, it contains matter that will be both interesting and profitable to that class. It is hoped it will be instrumental in convincing many a youth that "wine is a mocker, and strong drink is raging," and that every one that striveth for the mastery should be temperate in all things.

To add to the attractiveness of this paper, several of its articles are illustrated with neat and expressive wood cuts. This magazine contains sixteen pages, is published monthly at Indianapolis, by A. Q. Goodwin, at 50 cents per annum.

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**THE NUMBER** of pupils in public schools of the United States, as shown by the census of '60, is 4,955,894; total number in schools and colleges 5,692,954; number of colleges conferring the degrees of A. B. and A. M., 204.

**TOBACCO.**—The revenue from Tobacco, was \$18,906,462, the two aggregating \$54,021,971. On the other hand the census of '60 reports the entire tax for education in the United States, for the year ending June 30th, '60, at less than one-fourth this amount, viz, \$12,064,862.

# INDIANA SCHOOL JOURNAL.

February, 1868.

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Vol. XIII.

GEORGE W. HOSS, Editor.

No. 2.

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## THE RELIGIOUS ELEMENT IN OUR CIVIL GOVERNMENTS.

BY THE EDITOR.

*"Righteousness exalteth a nation."*

We suppose no apology is necessary because of the introduction of a seemingly political (not partisan) theme into an educational journal. If any be necessary, we would say, Politics, in the better sense of the term, means the science of government. But education has to do with science, and in our judgment should have to do with this, one of the most important of all sciences, the science of human government.

Any one searching for the elements of prosperity and perpetuity in our political organism will, almost unconsciously, inquire concerning the *Religious Element*. To fail in making this inquiry, argues a want of faith either in the existence of this element, or in its potency. He who believes that "Righteousness exalteth a nation," will always be gratified when assured of the existence of a religious element in his government.

It is the object of this article to show that this element exists in our governments, both State and National. The evidences of this fact, so far as presented in this article, may be grouped under three heads: 1. General History;

2. Constitutions and Charters; 3. The Lives of certain Public Men.

### I. GENERAL HISTORY.

Columbus, on the discovery of the new continent, devoutly consecrated it with prayer and thanksgiving. Says the historian, "The voice of prayer and the melody of praise arose from Columbus' ship when he first beheld the New World, and by a solemn act of prayer he consecrated it to God." Like a grateful incense rose the strains of the "*Gloria in excelsis Deo*" from the ships of the first discoverer. These strains were caught up and repeated by the early emigrants, and afterward sent echoing and re-echoing over the continent by their posterity.

The Puritans were an intensely religious people. Their whole history attests this fact. Touching this, their own words are as follows: "We give ourselves to the Lord Jesus Christ, and to the word of his grace, for the teaching, ruling and sanctifying of us in matters of worship and conversation, resolving to cleave unto Him alone for life and glory, and to reject all contrary ways, canons and constitutions of men in his worship."

Verily, herein the blood of the martyrs was becoming the seed of the Church. Here is a sublime faith, kin at least, if not equal that of Israel. Without pillar of cloud by day or of fire by night, they had crossed more than the Red Sea, and entered more than the Wilderness of "Wandering." Touching this, Webster uses the following eloquent language: "Our Fathers had that trust in Providence, that determination to do right, and to seek through every degree of toil and suffering, the honor of God and the preservation of their liberties, which we shall do well to cherish, to imitate and to equal to the utmost of our abilities."

Concerning the early emigrants to Georgia, the historian holds the following language: "When they touched shore, their first act was to kneel and return thanks to God for their safe arrival. 'Our object in leaving our native country is not to gain riches and honor, but simply this, to live wholly to the glory of God.'" The eminent

and pious John Wesley accompanied one of these emigrant colonies, and remained a short time with them in their wilderness home, laboring zealously for the establishment and promotion of the Christian Religion.

This class of evidence could be continued at pleasure, but the above is sufficient to exhibit the religious sentiment of portions of the first emigrants to this country. We pass, therefore, to another class of evidence :

## II. CONSTITUTIONS AND CHARTERS.

These records are large enough for volumes, hence only a small portion can be noticed. We notice first the civil charter formed in the Mayflower, which opens as follows: "In the name of God, Amen! We, whose names are under written, the loyal subjects of our dread sovereign lord, King James, by the grace of God, of Great Britain, France, Spain and Ireland, defender of the faith, &c., having undertaken for the glory of God and advancement of the Christian faith, and the glory of our king and country, a voyage to plant the first colony in the northern part of Virginia, do by these presents solemnly and mutually, in the presence of God and one another, covenant and combine ourselves into a civil body politic."

Here is a document at once political and religious. This charter foreshadowed a more rational freedom to the citizen and to the Christian. It was the seed of a higher civilization sown in the virgin soil of the new continent. Says Bancroft, "This was the birth of constitutional liberty in this country. In the cabin of the Mayflower, humanity received its rights; democratic liberty and independent Christian worship at once existed in America." Concerning the same, Carlyle said, "Thou little Mayflower hadst in thee a veritable Promethean spark, the life-spark of the largest nation on earth. They verily carry a fire from *heaven*, and have a power that themselves dream not of."

Leaving New England and passing to New Jersey, we find the early provincial seal indicating the religious sentiment of the people. That seal bore the following im-

pressive words: "*Righteousness exalteth a nation.*" In 1697 the governor of that colony made a proclamation forbidding profane swearing, immoderate drinking, Sabbath-breaking, and lewdness.

A like evidence is found in Virginia. The Civil Charter of 1609 declared, "that it shall be necessary for all such as inhabit within the precincts of Virginia, to determine to live together in the fear and true worship of Almighty God, in Christian peace and civil quietness." Passing to the General Government, the Declaration of Independence appeals to the Supreme Judge of the world, in language as follows: "We, therefore, the Representatives of the United States of America, in Congress assembled, appealing to the Supreme Judge of the World for the rectitude of our intentions, do \* \* \* solemnly declare that these United Colonies are, and of right ought to be free and independent States." This document recognizes Divine Providence in words as follows: "With a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor."

The Ordinance of 1787, for the government of the North-West Territory, recognizes morality and religion as follows: "*Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged,*"

In the Constitution of the United States, there is a singular and noteworthy absence of any direct recognition of God or religion. While we are of those who regret this absence, we cannot attribute it to any irreligious spirit in the framers of the Constitution. One reason, among others, why this absence may not be attributed to an irreligious spirit, is the fact, that under formal resolution of Dr. Franklin, the daily sessions of the convention were, after the first month and a half, regularly opened with prayer. In support of the resolution for prayers, Franklin uttered the following truly christian sentiments: "I have lived sir, a long time; and the lon-



ger I live, the more convincing proofs I see of this one truth, *that God governs in the affairs of men*. And if a sparrow cannot fall to the ground without his notice, is it probable that an empire can rise without his aid?" It is said these words fell upon the convention like the words of an oracle.

The State Constitutions contain in abundance the evidence of a religious sentiment. We have room for only a few examples. The Constitution of Massachusetts contains the following: "It is the right, as well as the duty of all men in society, publicly and at stated seasons, to worship the Supreme Being, the Great Creator and Preserver of the Universe."

The Constitution of Alabama says, "No person within this State shall, upon any pretense, be denied the inestimable privilege of worshiping God in a manner most agreeable to his own conscience."

The Constitution of Virginia adopted in 1851 says, "All men are equally entitled to the free exercise of religion, according to the dictates of conscience, and that it is the mutual duty of all to practice christian forbearance, love and charity, towards each other."

The Constitution of Indiana says, "All men shall be secured in their natural right to worship Almighty God according to the dictates of their own consciences."

The preamble of this Constitution recognizes the Supreme Being as follows: "To the end that justice be established, public order maintained, and liberty perpetuated, we the people of the State of Indiana grateful to Almighty God for the free exercise of the right to choose our own form of government, do ordain this Constitution." This Constitution also makes it the duty of the Legislature to encourage by all suitable means, moral improvement. This class of evidence could be extended at pleasure, but the above is deemed sufficient to prove the existence of the religious element in several of our State Constitutions and Colonial Charters. We pass therefore to the remaining class of evidence.

## III. THE LIVES OF CERTAIN PUBLIC MEN.

However general may be that morbid sentiment which pronounces all public men corrupt, we are happy to know that there is reliable evidence to the contrary. While it is lamentably true that there are many corrupt men in public life, (also in private life,) many men have been before the public at different times within the history of the Government, whose lives were above reproach, if not above even suspicion.

With pleasure, therefore, we present some of the facts evidencing this statement, at the same time evidencing the religious character of the men named. Looking among illustrious names for this evidence, the mind almost unconsciously turns to the noblest type of Americans, Washington. To his social, military and political virtues, was added the higher virtue of a christian life. Let it be observed that Washington was not a member of Church only, practicing the mere rituals of religion, but a man of piety, exemplifying in his daily life, the beautiful doctrines of christianity.

In evidence of this last statement, we insert one or two passages from history.

Said Rev. Lee Massay, rector of the parish in which Mount Vernon was situated, "I never knew so constant an attendant on church, as Washington; and his behavior in the house of God was so deeply reverential, that it produced the happiest effect upon my congregation." He was a man of prayer. Says Colonel B. Temple, "on sudden and unexpected visits to Washington's marque, I have more than once found him on his knees at his devotions." "In what," says Winthorp, "did the power of Washington consist? I hazard nothing in saying that it was the *high moral element of his character*, which imparted to it its preponderating force."

Such is something of the religious character of the man who represented in himself, almost every type of human excellence.

Samuel Adams, one of the patriots of the Revolution, and a signer of the Declaration of Independence, was a

member of church, and an exemplary christian. Evening and morning, his house was a house of prayer; and no one more revered the Sabbath than he.

John Adams, the Second President of the United States, was a member of the Congregationalist Church. It is said that Jefferson uttered the following sublime praise concerning him: "A man more perfectly honest, never came from the hands of the Creator."

The Orator of the Revolution, Patrick Henry, was a religious man. In his will, says history, are found these remarkable words: "I have now disposed of all my worldly property to my family; there is one thing more I wish I could give them, and that is the christian religion. If they had this, and I had not given them one shilling, they would be rich, and if they had it not, and I had given them all the world, they would be poor." "He was," says Wirt, "*a sincere christian*."

The christian character of Roger Sherman is so well known as to scarcely require statement. Said Rev. Jonathan Edwards, Jr., D. D., on the occasion of his funeral: "Whether we consider him as a politician or a christian, he was a great and good man. He ever adorned the profession of christianity, which he made in youth, was distinguished through life for public usefulness, and died in the prospect of a blessed immortality."

The distinguished statesman and jurist, John Jay, was a man of deep piety. His religion was not subordinate to business, or ambition. It was a part of his daily life, adding its charms to his daily duties, public and private. Says the historian: "Family worship was regularly observed morning and evening, and was neither postponed nor omitted because of the presence of company. He had a high sense of justice, and a profound feeling of religion." Webster, in allusion to him as Chief Justice, said: "When the spotless ermine of the judicial robe fell on John Jay, it touched nothing less spotless than itself." As the judge adorned the temple of justice, so christianity adorned the life of the judge.

The great Chief Justice, Marshall, of Virginia, perhaps

the most eminent of American jurists, was a devoted and sincere christian. He was for many years of his life a faithful teacher in the Sabbath School; and toward the close of his days, while in the serenity of old age, he was accustomed to repeat, morning and evening, the prayer that had been taught him at his mother's knees.

We close this list of illustrious christian men, with the name of him who was incorrupt, and seemingly incorruptible, Chief Justice McLean, of Ohio. Becoming a christian in early life, he illustrated and adorned the christian profession for nearly half a century.

Thus he expressed himself concerning the necessity of moral purity in our government: "For many years, my hope for the perpetuity of our institutions, has rested on Bible morality, and the general dissemination of Christian principles. This is a basis on which free governments may be maintained through all time."

For several years in the latter part of his life, he was President of the American Sunday School Union.

On the occasion of his funeral, Dr. Clark, now Bishop in the Methodist Church, said: "Extending over nearly half a century, his character as a public officer, as a man, and as a christian, has stood out before the world untarnished, may I say, *unsuspected*."

Such is something of the religious element in the lives of many of our statesmen. The leaven in their lives, became in a degree the leaven in the life of the Republic.

Thus, in this hasty review, we find reliable and encouraging evidence of a *religious element in our civil governments*. This evidence, as presented above, is found, 1st, *In General History*; 2d, *In Constitutions and Charters*; 3d, *In the Lives of certain Public Men*.

While a tithe of the evidence touching our proposition has not been given, we believe enough has been given to establish its truth. If, therefore, it be true, that there is a genuine religious element in our civil governments, State and National, there is, in that fact, just cause of thankfulness. For he who believes that God rules in the affairs of men, cannot be indifferent to the existence or

non-existence of a religious element in civil governments. He who admits that God is king of *nations*, as he is of *saints*, must believe that the chances of a national unity and national life, are in favor of that "people whose God is the Lord."

May the time speedily come, when we, as a people, shall heartily and practically, (not theoretically only,) believe that "Righteousness exalteth a nation," and that "Sin is a reproach to any people." And thus believing, may we rest in the satisfying assurance of a national unity, a national peace, and a national prosperity, which bring the pleasing hope of "*Esto Perpetua*."

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## THE STUDY OF THE ENGLISH LANGUAGE.

BY PROF. M. A. NEWELL, PRINCIPAL OF THE MARYLAND NORMAL SCHOOL.

In one of the largest cities of the Union there was laid, several years ago, the foundation of what was intended to be a magnificent high school building. Twenty thousand dollars were spent in grading the lot, excavating the cellars, and laying a foundation, deep, and broad, and massive enough to support a building which should last for centuries. A portion of the first story was raised, giving fair promise of architectural beauty; but there the work stopped. No sound of ax, or hammer, of saw, or trowel, has been heard there for years. The rudimentary walls raise a mute appeal to Heaven against some one's stupidity, or some one's parsimony, (who can tell which?); not a single room has been made habitable; not a single student has yet found shelter there—nor ever will: for it has been decided that the original plan was defective, and that the building, if completed, would not answer the purposes for which it was designed.

"Which things are an allegory." While the account just given is literally true of the building referred to, it symbolizes with lamentable accuracy the condition of education, as regards a vast majority of the scholars in a vast majority of our schools. Say that we except ten per cent. of the schools, and in the remainder except ten per

cent. of the scholars, and is it not true of the rest (more than four fifths of the whole) that their education is but a foundation, laid at great expense of time and money, on which nothing is ever built, and on which probably nothing could be built? After seven years' "schooling" (it would be wrong to say *teaching*) what can the young scholar do well? After ten years what can he do that needs to be done when he leaves school? He has been "through" the spelling book and the dictionary, but he misspells some of the commonest words, when he writes a letter. He has been through a whole series of readers, but give him a newspaper to read aloud and he makes nonsense out of the first paragraph. He can parse: "A noun, because it is a name; common, because it is a general name; third person, because it is spoken of; singular number, means but one; nominative case, [reason unknown.]" But no one wants him to go through this series of gymnastic exercises out of school. He can analyze, perhaps, and draw curious diagrams *a la Clark*, but he can not write ten sentences in tolerable English, if his life depended on it. He can extract the cube root, but give him a ledger column to add, and he adds it four times with four different results. He can solve a quadratic equation, or demonstrate a binomial theorem, but when he goes into the world these accomplishments do not count for much, and the occasions for the exercise of them are few and far between. He serves an apprenticeship to Latin almost as long as that which Jacob served for Laban's daughter, and ends by receiving a Latin diploma, which he is unable to construe. His "introduction" to the famous masters of antiquity rarely ripens into friendship, seldom even into a visiting acquaintance with them. In fact a common school education often, and a collegiate education sometimes, is nothing but an elaborate foundation for a superstructure which is never erected,—a laborious preparation for something that never happens.

In previous articles the writer endeavored to point out the possibility of rescuing the study of the English language from the reproach of being at once wearisome and

unprofitable, and of so teaching the elements of grammar that every step would be a useful, practical acquisition in itself, as well as valuable in disciplining the mind and preparing the learner for further efforts. It is his purpose, in the present paper, to point out very briefly how the plan may be carried out in the higher departments of English education.

A question arises at the outset which deserves a moment's consideration. Can the study of the ancient classics, as a vehicle for acquiring a knowledge of language, be superseded by the the study of English? It is very doubtful if it can. Knowledge is acquired mainly by comparison. And comparison involves at least two things. A man can hardly be said to know his own language well who knows no other; for he has no means of instituting comparisons, and his knowledge is likely to be deficient, both in precision and comprehensiveness. But that three or four years had better be given to an earnest study of the English writers than wasted on such a mere smattering of Latin as the majority even of college graduates acquire is too plain to admit of doubt. The disadvantage that attends the use of English as a means of training the mind and acquiring a knowledge of language is chiefly, though not wholly, this, that while a foreign language cannot be read or spoken without close study the vernacular may be both read and spoken without any study at all. The problem, then, is, How shall the English language be used so as to come nearest to the desired result?

The proper field for the study of a language is in its authors and not its grammars. The grammar may be a useful chart, but skill in navigation must come from sailing on the broad ocean. Mere pencilings on the map will hardly make even a "fresh water sailor." We study Latin (at least we ought to do so, and will do so, when the science of teaching shall penetrate the hide-bound conservatism of the universities and their preparatory schools) from Cæsar and Cicero, Virgil and Horace; not from Andrews and Stoddard, or Zumpt. And the English language should be studied at the fountain-head,—from



Addison, Goldsmith, Irving, Milton, Shakspeare, and not at the muddy pools dug by wretched penny-a-liners, and nicknamed "school grammars." A good grammar is not to be neglected: it is a help, and should be used only as a help, and not as a substitute for the authors. Grammar is but language distilled; and distilled language is like distilled water, useful for technical purposes, but exceedingly unpalatable in large doses.

The following hints are intended rather as suggestions to call the attention of progressive teachers to this subject than as directions to be implicitly followed. They are for the first class of grammar schools, and for high schools, the scholars being from thirteen to seventeen years of age.

1st. Using a fourth, fifth or sixth reader, let the scholars read one sentence each, changing a word in every line for one as nearly as possible synonymous with it. Let the class criticise, showing the propriety or impropriety of the substitute word, and pointing out minute shades of difference between it and the original. Endeavor in each case to ascertain why the writer used that word and not some other that might be suggested.

2d. Let the scholars read a passage, using the same words as the author, as far as possible, but altering the structure of every sentence. The class should criticise, noting the difference between the original and the proposed structure, and the reasons why the one or the other should be preferred.

3d. Convert in writing dialogues into the narrative form, and *vice versa*.

4th. Read to the class, in portions of suitable length, a serial story, and cause them to reproduce it in writing as a daily lesson. Criticise the ideas omitted or added, and compare the style of each scholar with the original.

5th. Read in a similar way a poem containing an interesting story—the Lady of the Lake, for example, or the Bride of Abydos—and cause the class to reproduce it in writing. Criticise as before, and notice the difference between the conceptions and expressions peculiar to poetry and those appropriate to prose.



6th. Read four books of Paradise Lost, with special reference to the figures of speech. Analyse and parse the most difficult sentence in each lesson according to the form given in Prof. March's English Philology.

7th. Study carefully Craik's English of Shakspeare, and read after the same plan Macbeth, Lear and Hamlet.

Lastly and principally, encourage, by all proper means, the *extensive reading* of the standard English authors. Quantity as well as quality is necessary to prevent pedantic notions, to form the taste and correct the judgment. If teachers could only imbue their scholars with a love of good books, they would carry with them from school into the world an aid to virtue and a safeguard against vice, than which only the grace of God can be more efficient.

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## INDIANA STATE TEACHERS' ASSOCIATION— FOURTEENTH ANNUAL SESSION.

### FIRST DAY—EVENING SESSION.

DE PAUW'S HALL, NEW ALBANY, IND., }  
December 25th, 1867. }

The Association was called to order at 7½ o'clock by the President, Hon. G. W. Hoss, and was opened with singing by the choir and prayer by Rev. C. Hutchinson. After a few opening remarks by the President, the Secretary elect being absent, W. W. Byers, of Terre Haute, was elected Secretary, and Mr. McNiece, of Fort Wayne, and Mr. Mallett, of Adams, assistants. Jesse H. Brown, of Richmond, and R. F. Brewington, of Vevay, were appointed a committee to enroll the names of those in attendance.

The retiring President thanked the Association for the courtesy extended to him while the presiding officer of the Association, and also spoke of the School Revenue of the State, and of the increase in the salaries of teachers' since 1854.

Mr. Tousley, of New Albany, welcomed the Association in an address, which was listened to as indeed a "right royal welcome."

The Association then listened to the inaugural address of the President elect, Rev. Dr. Joseph F. Tuttle, President of Wabash College.

The Doctor's idea was that every child should be taught to read the Holy Word of God, and the good laws of the Commonwealth, in the development of which the attention of the Association was engaged for near an hour.

J. M. Olcott, Chairman of the Executive Committee, then announced the programme for to-morrow.

Thomas Charles, of Indianapolis, was appointed Secretary to prepare return passes over the railroads for members in attendance.

The session closed with a piece of most excellent music under the direction of Prof. Benjamin Deacon, of New Albany.

The Association adjourned till 9 o'clock, Thursday morning.

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#### SECOND DAY,

Morning Session, Dec. 26th, 1867.

The Association was called to order at 9 o'clock by President Tuttle, and was opened by reading a portion of Scripture, and prayer by the President.

On motion of J. H. Brown, Mr. Charles was excused from acting as R. R. Secretary, and Mr. G. I. Reid, of Peru, appointed to fill the place.

The following were appointed a committee on resolutions: J. H. Smart, of Fort Wayne; Geo. P. Brown, of Richmond; Mr. Bloss, of Orleans; Miss Abbie T. Flagg, of Terre Haute, and Miss Eliza Cannell, of Indianapolis.

On motion of W. H. Wiley, of Terre Haute, the Secretary was allowed three dollars per day, and the assistants each two dollars, for services rendered.

Prof. Hoss announced a meeting of College Faculties for 2 o'clock this P. M., at De Pauw College, and spoke for a few minutes of the objects of the meeting.

J. H. Brown, from the Committee on Enrollment, made some announcements with reference to the work of his Committee, appointed some assistants, and stated that the courtesy of reduced hotel fare and return passes over railroads was extended to members only.

Prof. Hoss announced a meeting of County Examiners at De Pauw College to-morrow morning at 8 o'clock for conference upon subjects pertaining to their official duties.

By a change in the programme, the paper of Robert G. McNiece, of Fort Wayne, was presented to the Association, subject—"The Culture of Literature in the Teacher's Profession." At its close it was announced that the subject was open for discussion, but several gentlemen remarked that it was better that the excellent remarks of the speaker should linger in the memories of those present just as spoken, and on motion of George P. Brown, the discussion was omitted.

According to the programme, the next order of business was a paper by Hiram Hadley, of Richmond, subject—"Constructive Geography." By a combination of circumstances not under the control of Mr. Hadley, he was prevented from being present. Mr. Shortridge at his request explained the cause of his absence, and presented his regrets to the Association.

Daniel Hough, Esq., of Indianapolis, read a paper upon the subject of "Higher Culture." In this paper, amongst other things pertaining to his subject, Mr. Hough argued that teachers should teach without the use of the text book.

The Association took a short recess.

After recess followed a discussion on the above paper. J. G. May, of Salem, said that the ideas advanced here were for the improvement of the teachers. He differed from the author of the paper in a few particulars. Books should be used by the teacher. Why did the speaker use paper? Because thoughts could be presented in better shape. The eye may do what the memory would otherwise have to do.

Prof. Mills, of Crawfordsville, said he thought the teacher

should so completely master the subject as to be able to teach with or without the book; no man's memory should be entirely relied upon, but kept freshened by the use of books.

The following report of the State Institute Committee was read by W. A. Bell, of Indianapolis, Chairman:

#### REPORT OF THE STATE INSTITUTE COMMITTEE.

The committee appointed by this Association at its last annual meeting with instructions to hold four State Teachers' Institutes, ask leave to report the following:

One Institute was held at Fort Wayne under the supervision of J. H. Smart; one at Columbus under the supervision of H. S. McRae; one at Richmond under the supervision of Jesse H. Brown, and one at Terre Haute under the supervision of J. M. Olcott. The committee employed T. W. Harvey, of Ohio, and Miss A. P. Funnelle, of Indianapolis, to spend one week in each Institute.

Arrangements were made with Mr. J. Hancock, of Cincinnati, by the various Superintendents to spend a week in each Institute. Hiram Hadley was sent to Fort Wayne. The Institutes were each continued two weeks. The one at Fort Wayne, and the one at Columbus, began July 15th, the others two weeks later. Near six hundred teachers attended these Institutes, as follows:

	MALE.	FEMALE.	TOTAL.
At Fort Wayne.....			60
At Columbus.....	62	56	118
At Richmond.....			241
At Terre Haute.....	52	126	178
Total.....			<u>597</u>

Ten or fifteen should be deducted from the above number for teachers who were enrolled at more than one Institute.

The following is presented as a statement of receipts and expenses as per bill of items from each Institute:

#### INDIVIDUAL ACCOUNT.

August 3d, received of Smart.....	\$86 00
August 8th, received of Brown.....	50 00
August 14th, received of McRae.....	25 00
July 26th, received of Brown.....	9 35
received of Brown.....	10 40
August 21st, received of Olcott.....	5 55
Total... ..	<u>\$186 30</u>

## EXPENDITURES.

August 8th, paid Harvey.....	\$86 70
August 16th, paid Miss Funnelle.....	70 35
Sundries per bill of items.....	29 25

Total..... \$186 30

	RECEIVED.	LOCAL EX.	P'D GEN. FUND.
Fort Wayne.....	\$155 00	\$ 69 00	\$ 86 00
Columbus.....	356 00	307 70	48 30
Terre Haute.....	309 00	213 45	95 55
Richmond.....	432 50	214 25	218 25
	<hr/>	<hr/>	<hr/>
	\$1,252 50	\$804 40	\$148 10
Ballance on hand.....			64 45

In view of the large local attendance we recommend that the above sum be donated to Wayne county.

The committee employed the instructors in these Institutes on account of their known ability, and are happy to report to the Association that they were not disappointed in what they expected.

W. A. BELL,  
Chairman Institute Committee.

Mr. Olcott asked if the Institutes had accomplished the work desired, and wished the report discussed.

Quite an animated discussion followed upon the recommendation of the Committee to appropriate the money still in the hands of the Committee to Wayne county for Institute purposes.

This discussion was participated in by Messrs. Smith, McRae, Brown, Nutt, Wiley, and others.

On motion of Prof. Hoss, the whole matter was referred to a committee of four in conjunction with the previous one, who were to report, first, on the disposition of the money in the hands of the committee; and second, in reference to the continuance or discontinuance of the Institutes. The following committee was appointed: Jesse Wilson, of Milton, Caleb Mills, of Crawfordsville, B. W. Smith, of Terre Haute, and James G. May, of Salem.

Adjourned till 2 o'clock P. M.

## AFTERNOON SESSION.

Pres. Tuttle called the house to order at 2 o'clock.

A paper was read by S. P. Thompson, of Rensselaer, on "County Superintendency." He thought that County

Examiners should also be County Superintendents. The paper was discussed by B. W. Smith, of Terre Haute, A. C. Shortridge, of Indianapolis, G. P. Brown, of Richmond, H. S. McRae, of Muncie, and others, agreeing with the author of the paper in his recommendation. Decatur county was instanced as one where the Examiner spends the whole of his time in a general supervision of the schools.

Mr. Smart, who was to read a paper, not being present, the subject of State Institutes, postponed at the morning session, was announced to be in order.

Two of the members of the committee not being present, Mr. Graham, of Columbus, and Prof. Owen, of the State University, were appointed in their stead. The committee then retired, when some one proposed that the choir favor the Association with some music, which was exceedingly well rendered by Profs. Price, of Louisville, Loomis, of Indianapolis, and Harrison, of Lafayette, in a piece entitled "Lady of Beauty." It was repeated at the urgent demand of the audience.

On motion of T. Charles, the following committee was appointed to audit the accounts of Superintendents of State Institutes: Messrs. Charles, Odell, Chambers, Lee and Pinkham.

The attention of the Association was next engaged by the Ladies' Journal, edited and read by Miss Zella Reid, of New Albany.

As the Hall was to be used during the evening for another purpose, immediately after the reading of the Journal the Association adjourned to Wesley Chapel.

After organizing at Wesley Chapel, the President appointed the following committee on nomination of officers: Messrs. Charles, of Indianapolis, Merrill, of Lafayette, Thompson, of Rensselaer, and Misses Hannah Tobey, of Terre Haute, and Zella Reid, of New Albany.

The paper of Prof. Ira W. Allen, of Lafayette, on "Intuitive Instruction," was then read. This is a method which looks at the highest development of the whole man. It gives ideas before words. It furnishes the highest kind of object teaching. It deals with those objects

which are nearest and dearest to us in morals and religion. The only safe and permanent foundation for our government is Christian education, and this is best attained by means of the intuitional method.

The following committee on nominations was appointed by the Association: Messrs. J. H. Brown, of Richmond, W. A. Bell, of Indianapolis, H. S. McRae, of Muncie, and Misses M. A. Rouse, of Vevay, and Bell Phillips, of Greensburg.

The Association then adjourned till 7 o'clock P. M.

#### EVENING SESSION.

The President called the Association to order at 7 o'clock.

The committee of conference, with the Institute committee, made the following report, which was received, and on motion of Jesse H. Brown adopted:

"We, the committee to whom was referred, in conjunction with the Institute committee, the report of said Institute committee, and the question of holding State Institutes, beg leave to offer the following report, viz.:

"That without any pretension to a thorough investigation of the legal right of this Association to control any funds accruing from said Institutes, we infer that the fact of the report being made to this body recognizes its headship and competency to direct and control the surplus funds, and we think the action of last year sustains this inference.

"We recommend that said surplus be paid into the treasury of this Association. We further recommend that this Association provide for the holding of State Institutes the coming year.

J. S. WILSON,  
B. W. SMITH,  
RICHARD OWEN."

The discussion of the subject proposed for this evening was postponed.

The choir, conducted by Prof. Deacon, favored the Association with music, after which Prof. Noble Butler, of Louisville, Ky., read a paper on the "Philosophy of Composition."

Pres. Tuttle explained that Dr. Bowman, who had been

2' announced on the programme for this evening, was prevented from being present by imperative circumstances, and that the evening would be occupied by Prof. Richard Owen, on "The Geology of Indiana." He represented the various strata of the earth's crust by books, showing that some stones though topographically higher may be geologically lower. The earliest inhabitants of the earth were of a much lower organization than those of later years. He made a review of the various formations till he reached the fourth period, in which our ordinary rocks are represented, and so proceeding to the sixth day or period in which man appears on the earth.

Before proceeding to the geology of Indiana, he repeated the beautiful poem of the "Ammonite and the Nautilus," by Richardson.

The lecture was listened to by a crowded house with an attention which showed a deep interest in the subject and a high appreciation of the lecture and the lecturer.

Adjourned with music by the choir.

### THIRD DAY.

Morning Session, Dec. 27, 1867.

The Association was called together at 9 o'clock, and the session opened by reading a portion of Scripture, and prayer by President Tuttle.

After listening to a piece of music by Messrs. Deacon and Reynolds, and Misses Doane and Laura Streepy, the minutes of yesterday were read, and, with one or two corrections of names, were approved.

Prof. Hoss made a statement concerning the meeting of College Faculties at De Pauw College yesterday afternoon, announcing another meeting for 1½ o'clock this afternoon. He then appointed A. J. Johnson, of Danville, Mr. Merrill, of Lafayette, Mr. Chambers, of Lexington, and Mr. Smith, of Logansport, to solicit subscriptions for the INDIANA SCHOOL JOURNAL.

On motion of H. S. McRae, the following committee was appointed to nominate a State Institute Committee of five: Messrs. Waldo, of Muncie, Garrett, of Hanover,



Brewington, of Vevay, Wilson, of Milton, and George P. Brown, of Richmond.

Prof. Sanborn Tenney, of Vassar College, N. Y., author of a popular work on Geology and another on Natural History, delivered an exceedingly able and interesting lecture on Coral. The Professor exhibited his charts and specimens, by which he illustrated the various forms and varieties of coral and the coral polyp. Some erroneous opinions concerning the coral animals and the formation of coral and coral reefs, were dispelled. The subject was new, and was listened to with marked and undivided attention by a crowded house. 26

The Association took a short recess.

After music by the choir, on motion of J. H. Brown, in order to facilitate business, the tickets for election of officers were distributed..

W. H. Wiley, of Terre Haute, then proceeded to address the Association on "Business Integrity: how best promoted by Education." He asked, What is man, and what is his business in this world? The senses are the great highways of the soul. A late writer in the Atlantic Monthly thinks that physical debility is not a barrier to mental effort. The achievements of mind can never be lost. It is not business integrity to struggle to gain property merely, nor to keep shops open all of the day and part of the night—it is slavery. Commercial schools propose to give a full meal, when they hardly afford a mouthful. The educational system is entirely too limited. Even in our boarding-schools, from misguided methods of tuition, boys and girls are sent forth half-fledged and untrained, unfit for the active duties of life. The world owes no man a living till he has earned it. We must teach our pupils to think for themselves—to be self-reliant—to act for themselves. They should be taught to be punctual. It is the duty of teachers to talk patriotism in the presence of their pupils. They should be told more of the history of our own country, and less of mythology—more of the exploits of Grant and the boys in blue before Vicksburg, and less of those recorded in the Illiad. Children are not born lazy, they are made so by careless 27

education. Children should be taught that buying and selling are only a means to an end. God never designed that we should be slaves to business. The whole world with its beauties and wonders is designed for our pleasure and instruction.

An explanation was made that Mr. Tousley had supposed he was to read a paper on "School Discipline," and, therefore, asked to be excused.

The Ladies' Journal, read by Miss Warren, of New Albany, was interrupted by the hour for adjournment, and directed to be finished during the afternoon session.

The Association then adjourned to 2 o'clock.

#### AFTERNOON SESSION.

The Association resumed its deliberations at 2 o'clock.

As it was necessary for him to be absent a short time, the President called Prof. Owen to the chair.

J. G. May moved that the discussion passed over yesterday evening, on the question, "At what stage of advancement should the study of English Grammar be commenced?" be now in order. Motion carried.

The discussion was opened by Mr. Craig, of Madison. He was followed by F. L. Morse, of New Albany, who said that the text-books upon English Grammar are not properly arranged. The idea seems to be that it is necessary to study grammar before the child can learn to speak. As well might it be said that it is necessary to study anatomy in order to know how to walk. He was of opinion that rules should be discarded altogether.

Mr. Charles, of Indianapolis, thought that the study of English Grammar is commenced from two to seven years too young. He then pointed out some of the difficulties in its study to beginners.

It is absurd to say that English Grammar teaches the child to speak and write correctly. It is important that the scholar should start right. Our methods of study as commonly adopted are clearly wrong. He was almost ready to say that it would be for the good of education that a bonfire be made of all the grammars in existence. The teaching by means of rules should follow a knowl-

edge of words, etc. As well might the painter attempt to learn his pupil to paint without knowing a color, or the musician to teach without the scholar knowing anything of an instrument. He thinks that it should follow the study of the natural sciences, geometry, etc.

The Auditing Committee made the following report through Mr. Chambers :

We, the committee appointed to audit the accounts of the State Institute Committee, would make the following report :

We have examined the papers of said committees, and find that the money received has all been accounted for.

The committee may not transcend its limits in suggesting that in the future, if State Institutes are held, the Managing Committee should make their action in receipts and expenditures more uniform.

We find in the Institutes held at Columbus and Fort Wayne the county fund of \$50 was used to help pay the expenses, while in those held in Richmond and Terre Haute said fund was not used for the Institutes. Also, there is a considerable lack of uniformity in local expenses at the different places.

This report was received, and on motion of Mr. Reynolds was adopted, after some discussion, by Messrs. Reynolds, May, McRae. Smith, Shortridge, Snoddy and Olcott.

The result of the election of officers for the ensuing year was announced as follows :

President, A. C. Shortridge, Indianapolis ; Vice Presidents, O. V. Tousley, New Albany ; Robert G. McNiece Fort Wayne ; J. H. Smart, Fort Wayne ; Miss M. A. Rouse, Vevay ; Miss Mary E. Perry, Indianapolis ; Mrs. Geo. P. Brown, Richmond ; Miss Zella Reid, New Albany. Secretary, B. F. Brewington, Vevay. Treasurer, Thomas Charles, Indianapolis. Executive Committee, Geo. P. Brown, Chairman ; J. H. Smart, Fort Wayne ; H. S. McRae, Muncie ; W. H. Wiley, Terre Haute ; O. V. Tousley, New Albany ; Miss Emma Williams, Columbus ; Miss A. P. Funnelle, Indianapolis.

On motion of Mr. Merrill, Mr. Loomis, of Indianapolis,

and Mr. Harrison, of Lafayette, were appointed a Committee on Music for the ensuing year.

A letter was received from Prof. Thomas Metcalf, of the Normal University at Bloomington, Illinois. He regretted that ill health prevented him from attending the meeting of the Association. He was to have read a paper on "The True Theory of Normal Schools, and their Practical Relation to the Common Schools." He wrote: "I feel that I lose more than you at this default; for I am sure I was to meet earnest and devoted men and women at New Albany. To all such my heart goes forth in well wishing."

The following letter from President B. C. Hobbs, of Richmond, was read:

EARLHAM COLLEGE, Dec. 12, 1867.

*To the State Teachers' Association, New Albany:*

Your Executive Committee has assigned me the duty of discussing the "Relation of the State University to the Common Schools." Imperious duties keep me, reluctantly, at home, and my pen must tell what I have to say on this interesting question. My remarks will be brief, leaving you to develop the subject in its minutiae.

The Indiana State Teachers' Association has become an intelligent, working organization, and has reached an educational interest and ability that invite this question for consideration.

State education is divided into four principal divisions, each having distinct outlines: viz., the Common School, the High School or Academy, the College and the University.

We have as a State, in the last ten years, made much advancement in our curriculum of study for the common schools. Most of our city schools, I presume, have reached a regular gradation of study, and advance systematically through the course from the primary to the high schools.

The high school and the academy may be found various in their standards. When they shall reach the profi-

ciency demanded by educational economy, they will efficiently prepare the student for the Freshman class in college. Without this work the college must be compelled to bring up the work which they have failed to do, or advance into its higher course with all the defects incident to imperfect elementary training.

Our common and high schools have not hitherto been sufficiently earnest to do their work up well. We have been too much disposed to sacrifice real apparent scholarship, to show, too often, grades higher than merit. There is a temptation to climb too fast. We call our common schools academies, our academies colleges and our colleges universities; and advertise a course of study beyond our ability to work it out practically without neglecting the main work in elementary education.

I would not discourage any academy or collegiate institute from enlarging its course of study beyond the preparation for the college Freshman class, but I would say, let it not be enlarged at the expense of this. Colleges suffer too much from too imperfect preparatory training. Truly professional teachers will watch this subject with a jealous eye, and grade their merit by their success.

The mission of the college is the general development of the mind—intellectually, morally and socially. The course of study should be the foundation of the professions. Literature, both sacred and profane, science, art, physics, the laws of man's intellectual and moral nature—all those departments of knowledge which prepare the mind for the work of the State and the church—to carry on the work of the civilization and evangelization of the earth. What motives these two words afford us to work for the college!

The university takes up the work where the college leaves it. It teaches professions, theoretically, and as nearly as may be practically. Medicine, law, civil engineering, agriculture, mining, a higher course of sacred and classic literature, &c., should have facilities for reaching the standard their importance demands. The State, to be great, and wise, and stable, is interested,

deeply interested, in well-taught professional men. Ambitious men do the work of civil strife, and civil and religious liberty fails to find support among an ignorant and imperfectly taught people. France has been the victim of terrible revolutions, not so much for lack of knowledge, but because her knowledge was not of that order which is inspired by the precepts of the divine law.

May, then, the educators of the State study well the objects to be kept in view in carrying forward this year's work, and seek, in the spirit of Christian patriotism, to bring every department of our labor into that harmony by which the common school, academy, college and university will each be found doing its appropriate work; and if we can labor with a view also of hastening the day when "the glory of the knowledge of the Lord shall cover the earth," I have faith to believe that He who can exalt nations, and also humble them, will bless the teachers of the State, and the State will be blessed.

I have given but an outline of this question, desiring, as when I began, that you may study it and develop it, and carry it forward to a triumphant success.

Yours fraternally,

B. C. HOBBS.

By request this was followed by Prof. Richard Owen, of the State University, who said that it was now in a more prosperous condition than ever before. All the professors are hard-working men. An appropriation made by the Legislature has added much to its usefulness. They have thirty or forty young men pursuing their studies who were in the army during the late struggle, and thus obtained the means of educating themselves.

He was glad to say that at the last session the doors of the University were thrown open to the ladies, who are now studying in the collegiate department—one classical and the other scientific. Five more were studying modern languages. In all their studies they have fully shown that woman, in every particular, is fully the equal of man.

Mr. Adams, of Laporte, led in the discussion upon the "Relation of the Common Schools to the State Uni-

versity." He was decidedly in favor of having the doors open to both sexes.

Mr. Olcott, of Terre Haute, spoke in favor of showing ladies the privileges of the State University, and also paid a handsome compliment to the noble University of Michigan, with her twelve hundred students. He was glad to find that our University is now a part of our system of education. He hoped that all the institutions of the State should succeed.

The lecture of Prof. Tenney on "Natural History" was postponed till next evening session, as also was the completion of the reading of the *Ladies' Journal*.

On behalf of the Institute Committee Mr. Brewington reported that the committee recommended the holding of two State Institutes the ensuing year, and recommended the appointment of the following persons to hold them: Thomas Charles, Indianapolis; W. H. Wiley, Terre Haute; G. W. Lee, Charlestown; G. P. Brown, Richmond; J. H. Snoddy, Delphi.

On motion of H. S. McRae the report was amended so as to read four Institutes instead of two.

The following resolution was offered by Prof. Owen:

*Resolved*, That the study of natural history may be introduced with advantage in our high schools.

The resolution was adopted.

J. H. Smart, from the Committee on Resolutions, read the following, which were unanimously passed:

#### GENERAL RESOLUTIONS.

I. We acknowledge our obligations to God for His manifold exhibitions of His good providence to us as individuals, for His blessing which we feel has attended our labors as school teachers, and for the benefits conferred upon us as a people during the year just past.

II. That this Association send greetings and expressions of sympathy to the ten thousand teachers of Indiana who have been prevented from attending the present session, and that we exhort them to greater diligence in their profession, and to greater effort to increase the efficiency of our public schools, looking forward hopefully to the time "when every child shall be taught to read the word of God and the good laws of the Commonwealth."

III. WHEREAS, Providence in His wisdom has taken from work to rewards, Prof. B. F. Hoyt, an ex-President of this Association, and a prominent educator in our State, therefore, resolved,

1st. That we recognize in this solemn event another admonition saying to us all, "Be ye also ready."

2d. That we endeavor to cherish and imitate the virtues of the deceased, both as an educator and as a Christian.

3d. That we join in condolence with the bereaved family and friends of the deceased.

#### MISCELLANEOUS RESOLUTIONS.

*Resolved*, That with great pleasure we recognize in the present aspect of educational affairs in our State, that we are now making rapid advances in the right direction; teachers are becoming more fully imbued with the importance of their work; and the masses are daily becoming more interested in the subject of popular education.

*Resolved*, That while we attribute these good results to many causes, we think great credit is due to our present Superintendent of Public Instruction, for his very efficient labor in producing them.

#### RESOLUTIONS OF THANKS.

We tender our cordial thanks

1. To Mr. DePauw for his courtesy in granting us the use of his commodious hall for the meetings of this Association.

Also, thanks to the Trustees of Wesley Chapel for the use of their church.

2. To Prof. Deacon and his assistants for their delightful music, which has contributed much to the pleasure of our meeting.

3. To the various newspapers of the State which have published the programme and notices of this meeting, and to the reporters and newspapers who may publish our proceedings.

4. To the citizens of New Albany for their generous hospitality in entertaining the lady members of the Association.

To the hotels of New Albany for a reduction in charges.

5. To the following named railroads for their arrangement to carry our members at half fare, viz.:

1. Jeffersonville, Madison and Indianapolis.

2. Terre Haute and Indianapolis.



3. Louisville, New Albany and Chicago.
4. Indiana Central.
5. Bellefontaine.
6. Indianapolis, Peru and Chicago.
6. Evansville and Crawfordsville.
8. Cincinnati, Indianapolis and Chicago.

Adjourned till 7 o'clock.

#### EVENING SESSION.

The evening session was opened with music from the choir of Prof. Deacon.

Miss Carrie Warren then proceeded with the reading of the *Ladies' Journal*, left unfinished when the Association adjourned for dinner. Another piece of music was followed by a lecture on "Natural History," by Prof. Sanborn Tenney. He made a rapid survey of the animal kingdom, bringing up in beautiful procession the great groups of animals, from the vertebrates, with man at the head, to the lowest forms of animals, where the distinction between animal and vegetable life can scarcely be recognized.

At the close of the lecture S. H. Smart called for the old guard of '54. The President called for them to stand on their feet, which they did amid bursts of applause. Eight in number—Prof. Mills, of Crawfordsville; President Nutt, of Bloomington; Hon. G. W. Hoss, of Indianapolis; Prof. Thompson, of Hanover; Mr. J. G. May, of Salem; Mr. Vawter, of Ladoga; and Mrs. Haynes, of ———

President Tuttle, in some very felicitous remarks, called for the author of the messages upon the subject of Education, which preceded the establishment of the State Teachers' Association. The Governor, through all those years, had failed to say a word about the children. This called up Prof. Mills, who made some very beautiful and well-timed remarks, followed by Mr. May, Mr. Cole Hon. G. W. Hoss, etc.

The Association united in the closing exercise of singing the doxology "Praise God, from whom all blessings flow," &c. After which Dr. Tuttle pronounced the benediction, and the Fourteenth Annual Meeting of the State Teachers' Association stood adjourned.

The attendance was probably about three hundred, although but about two hundred and eighty-three names were enrolled.

The meeting was one of unusual interest, and all went home well pleased at having been there.

W. W. BYERS, *Secretary*.

## SCHOOL OFFICERS' DEPARTMENT.

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### STATE INSTITUTE AGENT.

It is hereby announced to the friends of education that the State Board of Education has appointed Jesse H. Brown, of Richmond, Institute Agent for the State, for the year 1868.

Mr. Brown is the present School Examiner of Wayne county, has been Superintendent of the Richmond Public Schools, and has for years been an active and efficient worker in the cause of popular education. The Board, therefore, takes pleasure in commending him to the State Examiners, and to any others of the State desiring his assistance in Institute work.

The Board having no funds at command, Mr. Brown's pay will of necessity have to come from the Institutes for which he labors. In order that the Agent may systematize his work, I would suggest to Examiners desiring his services the propriety of an early conference with him.

Geo. W. Hoss,  
President State Board of Education.

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### MEETING OF EXAMINERS.

At the State Teacher's Association I called a meeting of the Examiners present, and submitted to them the propriety of a State Convention of Examiners, for the purpose of considering, among other matters, what amendments of the School Laws should be recommended to the next Legislature. After comparison of views, it was unanimously resolved that the Superintendent be requested to call a meeting of the Examiners of the State, at such time next summer as he shall deem most suitable. A formal call for this meeting cannot now be made; but will be in due time. As guidance in the work to be done, I shall publish in the next number of the JOURNAL the amendments proposed at the last session of the Legislature.

SUPT. PUB. INSTRUCTION.

## STATISTICS FROM DEPARTMENT OF PUBLIC IN- STRUCTION.

From Official Reports in the Office of Public Instruction we gather the following facts. The most of these facts relate to the last school year, which ended September 1, 1867. A few of these facts, however, relate to a year ending at a different period, which will be designated:

Number of children in the State, of school age:

Males	-	-	-	-	-	-	298,832
Females	-	-	-	-	-	-	278,177
Total	-	-	-	-	-	-	577,009

Number enrolled in schools - 415,796

Length of term of school, four months, or eighty days.

Number of Teachers:

Males	-	-	-	-	-	-	6,012
Females	-	-	-	-	-	-	4,041
Total	-	-	-	-	-	-	10,053

Average daily compensation of Teachers in High School:

Males	-	-	-	-	-	\$3 47
Females	-	-	-	-	-	1 87

In Primary Schools:

Males	-	-	-	-	-	\$1 84
Females	-	-	-	-	-	1 45

Number of District Graded Schools - 143

Number of Township Graded Schools, - 71

Number of School Houses:

Stone	-	-	-	-	-	-	71
Brick.	-	-	-	-	-	-	554
Frame	-	-	-	-	-	-	6,672
Log	-	-	-	-	-	-	1,063

Total - 8,360

Estimated value of School Houses - \$4,874,879

Of Furniture and Apparatus - 203,467

Total \$5,078,346

Number of Teachers Licensed for the year ending May, 1867:

For Two years, Males	-	-	-	591
Females	-	-	-	413
For eighteen months, Males	-	-	-	908
Females	-	-	-	609
For twelve months, Males	-	-	-	1,744
Females	-	-	-	1,190
For six months, Males	-	-	-	1,193
Females	-	-	-	917

Total - 7,565

Number of Applicants not Licensed	-	596
Number of Licenses revoked	-	36
Number of County Institutes reported up to Sept 1,		48
In attendance, Males	- - - - -	1,744
Females	- - - - -	1,766
Total	- - - - -	3,510

(It is evident that several Institutes were not reported. Why this failure to report is not known.)

## FUNDS.

The total amount of school funds held by the State Jan. 14, 1868, was \$8,194,981.25; of this amount \$7,053,467.90 are productive; the remainder, though unproductive at present, will, bating a small portion, become productive soon. Of this productive portion \$3,686,385.75 are bearing interest at seven per cent., per annum; the remainder at six per cent.

A little figuring at this point will answer the question frequently propounded, Why the *interest* on the school fund does not keep the schools open six months in the year. It will require near \$2,000,000 to keep the schools open six months.

The above facts show an encouraging advance over the year 1866. For comparison of figures, the reader is referred to the sixth and seventh pages of the last Biennial Report of the Superintendent of Public Instruction.

## EDITORIAL—MISCELLANY.

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### STATE COLLEGIATE ASSOCIATION.

In pursuance of a call made by the Superintendent of Public Instruction, several College Professors and Instructors in other high grade institutions, met in De Pauw College, in New Albany, on the 26th of last December, to consider the propriety of forming an Educational Association of Instructors in Higher Institutions. After a full comparison of views, it was unanimously resolved that such an association should be formed. A committee was consequently appointed to draft and present a constitution. The following was presented, and after a few minor amendments was unanimously adopted:

#### CONSTITUTION OF THE INDIANA COLLEGIATE ASSOCIATION.

ARTICLE 1. This Association shall be known as the *Indiana State Collegiate Association*.

ART. 2. The objects of this Association shall be the promotion of collegiate and general education in Indiana.

ART. 3. The officers of this Association shall be a President, a Vice President, a Secretary, a Treasurer, and a Business Committee of five members, all of which officers shall be elected annually.

ART. 4. Any instructor in any incorporated college, or other institution of learning authorized to confer degrees, or the Principal of any public high school, and the Superintendent of Public Instruction, may become members of this Association by signing this Constitution and paying to the Treasurer two dollars; also the Association may, at its discretion, elect any educator to membership, who, on paying the prescribed fee, shall be entitled to all the privileges of membership provided for in this Constitution.

ART. 5. This Association shall hold a *regular* annual meeting, at such time and place as it may direct.

ART. 6. It shall be the duty of the Business Committee to prepare and publish a programme of exercises for each meeting, and to perform such other duties as the Association may direct.

ART. 7. This Constitution may be amended by a two-thirds' vote of the members present, at any annual meeting.

The following are the names of officers-elect for the ensuing year :

*President*—DR. C. NUTT.

*Vice President*—DR. J. W. SCOTT.

*Secretary*—DR. ERASTUS ROWLEY.

*Treasurer*—E. P. COLE.

*Business Committee*—Prof. C. Mills, George W. Hoss, Prof. I. W. Allen, Prest. A. R. Benton, Dr. Thos. Bowman.

Thus is secured a second State Educational Association in Indiana. The objects, as set forth in the Constitution, are the promotion of collegiate and general education in this State. Its first and general work will therefore be the promotion of collegiate or higher education ; its second and general work will be the promotion of education in all its forms and grades.

Thus the Collegiate Association, beginning at the top and working downward, and the Teachers' Association, beginning below and working upward, the two will ultimately meet, beautifully interlacing their work and interest, consequently will yield large and solid products of net gain to all departments of education in our State. When these two associations, fully organized and girded for their work, shall unitedly move forward for the accomplishment of an object, we shall expect to see results, and if not just the results purposed, yet, results both large and praiseworthy.

These two bodies may stand related somewhat as the Upper and Lower Houses of Congress. The young and earnest thousands of public school teachers, fresh from the people, may constitute the Lower House ; and the older, graver and cooler Presidents, Professors of colleges and Principals of seminaries, *et al*, may constitute the Upper House. Thus organized, we shall have gray hairs for counsel and young blood for execution.

Surely great results may be expected from these Associations, if they shall do their whole duty. Such results we do expect, and shall continue to expect, until our expectations ripen into realizations.

The first regular meeting of the Association will be held at the same place, and in the same week with the State Teachers' Association.

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A PLEASING REGRET.—The publishers request us to state their regrets because of their inability to supply the January number to new subscribers after date. This was occasioned by the unexpected number of new subscriptions. Though some hundreds of extra copies were struck off, they will all have been exhausted before the first day of February. This is a pleasing regret—a regret that our subscribers cannot be supplied with the entire volume for 1868—pleasing because of the unexpectedly large number of new subscriptions.

## VENTILATION.

In the last number of the JOURNAL we made a partial promise to present some thoughts on Ventilation in this.

This is at once an important and difficult subject. This importance arises from the relation of pure air to good health. The remark is trite and almost universal, that a healthy animal organism can not be maintained in the absence of pure air. So generally known is this fact that it is unnecessary to dwell upon it here. We therefore pass directly to a consideration of the purity or impurity of the air. We shall, however, present no chemical formulæ, or symbols, indicating the constitutional changes taking place in respired air, but will simply state that the atmosphere in a room is rendered impure, first, by respiration; second, by exhalations from the body. Both the surface of the body and the lungs are constantly throwing off waste and effete matter, and in larger quantities than is generally supposed. Certain physiologists hold that the amount of matter daily thrown off from the surface of every adult body is near two pounds, and from the lungs near one pound. If this be true, or even proximately true, it is obvious that fifty or sixty children in a close and small room will soon vitiate the air of that room.

Physiologists hold that through the lungs alone every adult vitiates from seven to ten cubic feet of air every minute. Allowing five feet per minute for each pupil, and the air in the majority of our school-rooms would be vitiated in less than thirty minutes. As evidence, a room 26 by 28 feet, and 13 feet high, contains 9464 cubic feet of air, and will comfortably seat 64 pupils. But on the assumption of five cubic feet of air per minute per child, 64 pupils will vitiate 320 cubic feet per minute, and consequently will vitiate all the air in the room in  $29\frac{1}{2}$  minutes.

In order that this may have its due force, it must be observed first, that but a small per cent. of the school-rooms in this State are so liberally constructed as the one here indicated; second, no account is taken of the impurities arising from the surface of the body.

Now, teachers, if it be true that the air in most of your school-rooms is rendered impure within a half-hour after opening school, it is obvious that the subject of ventilation is important, yea, gravely and seriously important.

Now we are not unaware of the fact that many will turn skeptics at this point, declaring that they do not believe the results as exhibited by the above figures. Many have so declared, and for the reason that their senses do not testify to these impurities. Permit us to suggest that the senses may not always testify truly. By a remarkable law of adaptation, the senses often adjust themselves to their



surroundings. An individual intently engaged in reading in twilight will continue to read until quite dark, before he is conscious of the darkness. Under the law of adaptation, as the light diminishes the pupil of the eye expands and thereby takes in more light, consequently, in effect, overcoming the darkness. This law holds with the nasal organs, and in the case under consideration. The teacher enters the room with a pure atmosphere, which after a period commences a process of vitiation. But this vitiation proceeds so gradually that the nasal organs, as the visual organs in case of the reader, adjust themselves to the change, consequently do not bear faithful testimony to the facts. As evidence of this fact, and as practical knowledge to the inexperienced, let any one visit, in the winter season, any dozen schools, and in three cases out of five he will be met by a peculiar and offensive odor as he enters the room. This odor has, not inaptly, been denominated a "confined smell." It is the offensive and unhealthy odor of an atmosphere laden with effete matter from the lungs and bodies of fifty or seventy pupils.

The practical deductions therefore from this law are, first, Teachers must not rely implicitly upon the senses for information concerning impurities in the air of the school-room. The second and obvious deduction is that the teacher must make some proximate estimate as to the demand and supply of atmosphere in his room, and then disregarding the testimony of the senses, regulate his ventilation by *judgment* and not by *sensation*.

In conclusion, we submit the following practical suggestions as means in securing pure air in school-rooms:

I. Every school-house ought to be properly supplied with ventilating shafts or tubes. This is the work of the architect or builder, and when well done, the teacher is in a good degree relieved from care concerning ventilation. As this is but seldom done, ventilation becomes specially the business of the teacher. The following are, therefore, for the teacher:

1. If the house is tight, let it be a rule in the winter season, after the room is properly warmed in the morning, to open slightly at least two windows. These should be on opposite sides of the room, for the purpose of producing a current. The upper sash of course should be lowered, and not the lower raised. This fact is so apparent that it would seem useless to state it, were it not that we have seen teachers time and again stupidly raise the lower sash and pour a current of cold air upon the children. (When such occurs, we can scarcely refrain from saying, Teacher, have you lost your senses!)

The plea may, however, be made at this point, that no provision is made for lowering the upper sash. Our answer is, that in such a case, one of the first duties of the teacher is to appeal to the Director

or Trustee for relief, and if no relief is furnished from this source, the next appeal should be to a chisel and hammer, directed by the teacher's own skill.

2. At time of recess, open the windows and doors for a short period, that the air of the room may be changed. At the close of school in the afternoon repeat the same, giving longer time.

3. And negatively, let it not be supposed that because the air in the room is *cold*, that therefore it is *pure*. On a certain occasion, we suggested to a teacher that the air in the room was impure; the reply was, "I suppose not, the room is very cold."

4. In case rooms are warmed by stoves, there should be a vessel of water on each stove, not for the purpose of purifying the air, but for the purpose of moistening it. Air brought in contact with hot iron is scorched or parched, consequently is in a degree unfit for breathing.

5. Pure or impure air has to do with the ability of the child to study. Pupils are often dull, not because the teacher is dull, or the subject dry, but because of bad air. If you cork your children up like flies in a bottle, you must not expect them to study; they can not. The brain will not work, and no kind of threats or promises will make it work. In such a case you should look to ventilation rather than to school tactics.

6. And lastly, we earnestly commend the subject of ventilation to the attention of teachers, hoping they may realize its importance, and, if possible, devise ways and means by which its advantages may be more fully secured.

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## DEDICATION OF THE DUBLIN SCHOOLHOUSE.

New Year's day was set apart by the citizens of Dublin, Wayne county, for the dedication of their new schoolhouse. It was a fitting use of the holiday, and liberally did the community appropriate it to the occasion. So large was the number in attendance that only a small portion could be comfortably seated. Others stood in the halls, sat in other rooms, or returned home disappointed. It was pleasing to see such an interest manifested in educational affairs, yet unpleasant to see so many uncomfortably situated. The speakers, on the occasion, were Messrs. Wilson, of Milton; Jesse H. Brown and Geo. P. Brown, of Richmond; John Cooper, of Dublin; Hon. George Julian, of Centerville, and the writer.

The good citizens of Dublin very cordially opened their houses to a free entertainment of all visitors, thus adding much to the sociability and agreeableness of the occasion, (yet philosophic as men-

may affect to be, a good dinner, and warm, social greeting add much to the enjoyment of all concerned). Judging from the entertainment given us it is safe to say, handsomely did the Dublinites perform their part of the programme.

The school building is a two-story brick, consisting of a principal front with rear projection. There are seven school rooms, one recitation room and a superintendent's room. These are all liberally provided with superior black boards. The school rooms are seated with very handsome desks, manufactured by Grant & Co., of Richmond. The warming is done by furnace.

The total cost of grounds, building and furniture is about \$15,000.

At the close of the exercises resolutions were passed highly complimentary of the trustees, the architect and Mr. Cooper, the popular superintendent of the schools. The facts induce the belief that these compliments were well earned. Concerning the latter the proof is found in the single fact, namely, that Mr. Cooper has been principal or superintendent of these schools, with slight interruptions, for thirteen years. This is a compliment that lifts itself into a *eulogy*. It is doubtful whether such a declaration can be made concerning any other public school principal or superintendent in the State. Mr. Cooper takes charge of the new building with new and enlarged facilities for success and usefulness. It is hoped he will achieve both, and that Dublin may in future be as famous for education as she now is for temperance, public spirit and liberality.

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## METHODS, EXPERIMENTS, PRACTICES.

### SPELLING; HOW TO TEACH IT.

Spelling is one of the arts; namely, that representing words by their appropriate letters. We never practice this art, except when we write, and we rarely if ever write words whose meaning and use we do not comprehend. It follows from this that we should teach the art in the form in which our pupils will practice it in after life, and that no one needs to master the spelling of more words than there are in his vocabulary. When a child adds a word to his stock, he should learn its printed and written form, and show that he has done so by writing it. The spelling book aims to teach the child the spelling of words which he has never met anywhere else save in that book, and not a few that he will never meet elsewhere. We consider the spelling book a most mischievous compilation—a nuisance which should at once be abated.

If properly taught from the beginning, spelling may early be

dropped from the course. If the child at twelve is able to spell every word in his rather limited vocabulary, there needs be no fear that he will misspell those which he adds to his stock after that date. It is a popular fallacy, that bad spelling and good scholarship are often found in the same person. He who is so careless in his observation as not to know the forms of the words he uses, has contracted habits fatal to accurate scholarship.

The earlier the pupil can be made familiar with the written form of words the better. Words, which the pupil knows at sight in their printed form, those he meets in his reading lesson, such as the spelling exercises of the Eclectic Series may be written plainly upon the blackboard, and, after being read, may be copied upon the slates. Proper skill and interest on the part of the teacher will here be rewarded by rapid improvement in writing. The slates should be brought to class and the words spelled from them. Soon the pupil will be able to dispense with the written copy, and to copy his lesson directly from the printed text. As soon as he is able let him be required to copy each word twice or thrice. Slates being brought to class, let each word be thrice orally spelled.

As soon as they are able to spell from dictation, dictate ten words from yesterday's lesson. Examine slates bestowing the meed of praise where due, and correcting errors of spelling and writing. The lesson may be gradually increased till twenty words are dictated at a lesson. These words should always be taken from the thrice copied and thrice spelled lesson of the previous day. If oral spelling be desired, those words should be spelled orally to-day which were written yesterday, and copied from the book the day before. Twenty words a day will give one hundred a week, and four hundred a month, and will soon so impress the pupil with the forms of words that he will spell correctly any word which he may have occasion to use. The drill reacts upon his reading, and hesitation, uncertainty, and miscalling become much less frequent.

In applying this system to advanced pupils, care should be taken to select only words in familiar use until the pupil has attained some proficiency in spelling the words which form his own everyday stock. The truth is, that "*advanced*" pupils *should* not require instruction in spelling. The wise teacher will expect difficulties and discouragements in teaching things that should have been learned in childhood to youths of more advanced years, and must be contented with imperfect success. Childhood, as well as more responsible ages, has its own work in life to perform, and if this work be neglected no other age can supply the deficiency.

W. WATKINS.

MARION, O.

## IN MEMORIAM.

Again the Death Angel has thrown his shadow across the path of one of our number.

Martin Hutcheson departed this life in Cambridge, Ohio, on the 25th of November, 1867. His disease was pulmonary consumption.

Mr. Hutcheson was born in Ohio, November 5, 1836, and having spent some time as a teacher in that State, he came to this State in the fall of '64. The first position he held as teacher in this State was the Superintendency of the Aurora Schools; the second was the principalship of the Evansville High Schools; the next, and last, was the prospective Superintendency of the Peru Schools. Having been elected to this position, he had gone on to make the necessary preparation for his work in these schools, but his health, already delicate, suddenly gave way, and just at the time of opening the fall term. He immediately resigned and sought relief in Minnesota, but finding none, he returned at the end of three months, to his friends in Ohio. Here in the home of his friends he died in the sweet assurance of rest in Heaven. He was a member of the Presbyterian Church, and though of a joyous and impressible temperament, he was solemn and earnest on the subject of religion.

Though in our State but a short time, he made many friends, indeed, it has been the lot of but few to make so many friends in so short a time. He was warm and confiding, loving all that were lovely, and being loved in turn. Thus, he passes from us, mourned perhaps without exception, by every teacher who knew him.

The Master has given him his release early, making his days of toil short. Yet not too short for preparation, for his friend writes us that "He died in full assurance of everlasting happiness." Thus the christian dies; with his armor on, and his face Zionward.

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THE SUPERINTENDENCY.

The Democratic State Convention, which met at Indianapolis on the 8th of January, nominated for Superintendent of Public Instruction, Rev. John R. Phillips, of Daviess county. Mr. Phillips is Principal of the Public Schools of Washington, the county seat of Daviess. Judging from appearance, Mr. P. is about thirty-five years of age. His religious connection, we are informed, is with the Baptist Church. Having met him but once, and only for a few moments, our knowledge of him and his labors is quite limited.

In next number of the JOURNAL we shall be able to announce the name of the Republican candidate.

## BLACKFORD COUNTY INSTITUTE.

HARTFORD CITY, Indiana.

The Blackford County Institute, convened in regular session, November 18th 1867. It opened with thirty-five members, and closed with thirty-six. The maximum attendance was forty. The Institute continued five days. The number of Schools in our County is forty-three, and *that* number of teachers attended the Institute, but there was not that number present at any one time.

Instructions were given in the several branches required to be taught in our common schools; and public lectures were given in the evenings, upon "School Government;" "Education Properly Directed;" "Natural History," &c. The evening lectures were well attended by members and citizens. Great advance has been made in the knowledge of History and Physiology, in the last year.

Our teachers are not satisfied with merely being able to procure license to teach these branches, but many of them are becoming as thorough in Physiology and History, as in any of the branches in the catalogue of Common School studies.

M. S. STAHL, *President of Institute.*

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## QUESTIONS SUBMITTED.

PHONICS.—Who will tell us how far the Phonic method of spelling may safely be used? W.

PRIMARY DRAWING.—I want the experience of some experienced teacher in primary drawing. S.

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"THE POCKET."—Prof. O. H. Smith, of Rockport, says that school matters in the "Pocket" are improving in an encouraging degree. As evidence, he says, Rockport has recently completed a new school building; also that Grandview, Newburgh, and Booneville have each done the same. This is progress, and a few more school houses stuck in the "Pocket," will so enlarge it as to make it a very considerable part of the whole State garment.

HONOR TO WHOM HONOR IS DUE.—Superintendent Smart, of Ft. Wayne, out of thirty-four teachers in the city schools, sends the names of thirty-two as subscribers to the JOURNAL. When any city or town surpasses that we shall be glad to hear.

ELKHART.—Elkhart, in Elkhart county, has under progress, a superior school building. Its cost when completed, it is supposed, will be near \$30,000.

## BOOK TABLE.

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**SCHOOL RECORDS:** By Hamilton S. McRae.

This series of books consists of Records for pupils, teachers, superintendents, examiners, and professors in colleges. After a more than usually extended examination of these, we do not hesitate to pronounce them the *fullest* and *most complete* records we have yet seen. Fulness and completeness are their characterizing features. As for fulness, they are prepared with a purpose of covering the whole school course. As to completeness they are arranged so as to record tardiness, absence, deportment, recitations, and examinations.

With confidence we commend these records to the favorable consideration of teachers and school officers. With the greater pleasure do we make this commendation because these are Indiana books, their author being one of Indiana's earnest and successful educators. For further information address the author at Muncie, Indiana.

**ELEMENTS OF PHYSICAL GEOGRAPHY,** *Together with a treatise on Physical Phenomena of the United States, Illustrated by one hundred and fifty Engravings and thirteen Copper-plate Maps:* By John Brockelsby, A. M., Prof. of Mathematics and Natural Philosophy, in Trinity college, Hartford, Conn., and author of Elements of Meteorology, Elements of Astronomy, etc. Philadelphia, E. H. Butler & Co. 164 pp., Large Quarto.

The artistic features of this book are excellent; a fair type, a clear, smooth paper, handsome and expressive engravings, and side headings making sub-divisions of subjects. As highly as we have spoken of the publishers work, we feel warranted in speaking equally well of the author's work.

The following elements characterize the work, namely: Method, clearness, and lingual excellence. So happily does the author methodize that the facts will fall into their appropriate classes almost without effort on the part of the student. This is a step toward the realization of the oft made but seldom redeemed promise of "Science made easy." Clearness follows chiefly as a consequence of method. The language of this work is not only accurate, expressive, and well chosen, but at times it rises to elegance.

Notwithstanding these merits, there is, to our mind, one small defect, namely: Marginal questions. This is not a grave objection, yet, in our judgment, always in any text book an objection. They are not so much *aids* to pupils as *crutches* for limping teachers. By way of condensing our remarks on this book, we can say of it, what we can not say of all books, namely, that it has our hearty commendation.



**THE CAMBRIDGE COURSE OF ELEMENTARY PHYSICS:** By Profs. Rolfe and Gillet. Boston, Crosby & Ainsworth.

The volume before us is the first number of a series with the above title, intended by the author to serve rather as a guide to teachers in communicating instruction orally, than as text books for students. No. I, the present volume of the series, is devoted to the subject of cohesion and chemical affinity.

The strictly experimental method of investigation is adopted in this volume. No law is announced, or principle stated until the same has been fairly deduced from experiment. This greatly simplifies a subject, that in the ordinary method of treating it is too abstruse and complicated for the comprehension of immature minds. One feature of this volume will probably be condemned as an effort to unsettle fundamental principles in chemistry. I allude to a change in the table of chemical equivalents. Twenty of the sixty-four elements have their combining number doubled. For example oxygen has an equivalent value of sixteen instead of eight, and sulphur thirty-two instead of sixteen, iron fifty-six instead of twenty-eight, &c. Water is, therefore, regarded as being composed of two atoms of hydrogen and one of oxygen, but by changing the chemical value of oxygen, the per cent. of each element remains unchanged.

In introducing this change the Cambridge school has followed Miller, who is just now regarded as the highest English authority in chemistry. We shall not be surprised if ten years hence finds the change now introduced admitted by all reputable schools in science.

At the close of each section of the book the author has introduced a "summary," which is a condensed review of the section. This is a feature which will not fail to commend itself to every practical teacher.

R. T. B.

**A COMPLETE ETYMOLOGY OF THE ENGLISH LANGUAGE,** Containing the Anglo-Saxon, French, Dutch, German, Welsh, Danish, Gothic, Swedish, Gaelic, Italian, Latin, and Greek roots, and the English words accurately spelled, accented, and defined. By William W. Smith. New York, Barnes & Co. 323 pp., 12 mo.

The character of this work is largely inferable from the title page as above presented. It seems to have been the aim of the author to produce an elementary work, thus bringing it within the comprehension of comparatively young pupils. In this he has succeeded; and, in our judgment, succeeded well. This work will be specially valuable for composition classes, also for grammar classes, provided, however, in the latter case, the teacher is aiming to teach *language* rather than the mere rules of criticism. It will also be valuable for teachers, irrespective of any use by pupils.



**WATSON'S ARITHMETICS:** Published by Brewer & Tilson, Boston, Massachusetts.

These works consist of three volumes. The first is denominated a Pictorial Primary Arithmetic, on the plan of Object-lessons; the second, an Intellectual Arithmetic; the third, a Written Arithmetic for common and high schools.

The first of these presents the elements of numbers in the simplest form possible, picturizing the objects named in a most elaborate manner. In our opinion the teacher skilled in the principles of object teaching would prefer giving substantially the same instruction without the aid of a book, i. e. *orally*. To the teacher, however, unacquainted with the object lesson system, this book will be highly suggestive both as to simplification, and as to the use of pictures or objects. The other two volumes possess the usual merits of books of their class. If they possess anything more or less than this we have not been able, in the time allotted our review, to discern it.

Added to these volumes are two others, named Dictation Exercises, and are for the use of teachers.

**LIPPINCOTT'S MAGAZINE.**—This is a new candidate for popular favor. It comes with a good dress and *address*, also a pleasing face, i. e., fair page, and clear type. This being only the second number, but little can, with safety, be said, of the essentials of a magazine—the subject matter. Taking the two numbers, as a type for the future, and there is indication of a front rank position. This early, and consequently somewhat hazardous opinion, is sustained by an hypothesis, namely, that Mr. Lippincott will publish Magazines as he publishes books,—in the *front ranks*.

This Magazine is published monthly, by J. B. Lippincott & Co., of Philadelphia, at 35 cents per number, or \$4 per annum.

**THE MEDICAL RECORD**, a semi-monthly journal of Medicine and Surgery, is published in New York, at \$4 per annum.

**VICK'S ILLUSTRATED CATALOGUE AND FLORAL GUIDE**, is illustrated by Floral drawings, so natural and beautiful, that by a little aid from the imagination, you catch the odor of the pinks and roses, that bloom before you. Price, per copy, 10 cents. Address, James Vick, Rochester, New York.

**JUVENILE LITERATURE.**—Just now there seems to be danger of a literary surfeit in the youthful stomach. Great minds and little minds; great houses and little houses, (publishing) are engaged in producing Juvenile Literature.

In stating the above fact, we mean no condemnation, unless perchance it may be a prospective condemnation, when in the compet-

ing race for favor, they may substitute flaunting pictures, and thin sentiment for fact and sense. We will not, however, anticipate, believing that "sufficient unto the day is the evil thereof."

These remarks are preliminary to a notice of some of the Juvenile Magazines on our table. Judging from the comments of the little folks, *Oliver Optic* leads the list in popularity. Without giving any opinion concerning his literature, we have a warm side for Oliver, he being, as we are informed, one of *our* craft, a Teacher. His Magazine is published weekly, by Lee and Shepherd, Boston, at 6 cents a copy, or \$2.50 per annum.

"OUR YOUNG FOLKS" holds a prominent position with the young folks, forming a layer in a strata apart from Oliver. This work is published monthly, by Ticknor & Fields, Boston, at 20 cents a copy, or \$2 per annum.

"THE LITTLE CORPORAL" still presents its military frontspiece, suggesting courage, patriotism and liberty. This Magazine is published monthly, by Albert L. Sewell, Chicago, at \$1, per annum.

MERRY'S MUSEUM, is a monthly magazine published by Horace B. Fuller, Boston, at 15 cents per copy, or \$1.50, per annum.

THE YOUTH'S CASKET, is a monthly magazine published by Wm. Guild & Co., Boston, at \$1.50, per annum.

# INDIANA SCHOOL JOURNAL.

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PROFESSOR WILLIAM C. LARRABEE.

BY WILLIAM H. LARRABEE,

ASSOCIATE EDITOR OF THE "DAILY UNION," BROOKLYN, NEW YORK.

The early years of Professor Larrabee's life were spent in obscurity, poverty and toil. He was born on the 23d of December, 1802, at Cape Elizabeth, Maine, about three miles from Portland. His connections were farmers, who struggled hard for a mere living. When six years old he moved to Durham, where he worked on the farm with his grandfather and uncles till he was seventeen. There was little in his surroundings to awaken his ambition, and there were no means of gratifying it if it had been aroused. But he availed himself eagerly of all the opportunities for improvement that came in his way.

His family were not religious. He began to attend a Methodist meeting in an adjoining neighborhood, alone, when eight years old, engaged in social intercourse with other attendants, and professed religion, and joined the church when fourteen. The Rev. Daniel Plummer, who afterward lived in Dearborn county, Indiana, and died there a few years ago, was one of the ministers under whose preaching he sat.

His opportunities for going to school were limited. He used what he had, while he labored to support himself.

Grammar was considered a very high study, almost too high for common schools—almost too high for him—but he mastered it and arithmetic. Geography was a new branch still beyond his reach. He read all the books he could lay his hands upon. They were a motley collection, such as are commonly found in old-fashioned country houses. Brunswick, with Bowdoin College, was ten miles off, and he used to go there to mill, “but,” he has remarked “I should as soon have thought of ascending the throne of England as of going there for an education.”

At seventeen he started afoot, and with less than a dollar, to look out for himself. He found employment at Strong, seventy miles off. He found, also, friends who appreciated his intellectual strength, and helped him develop it.

Dr. Eliphalet Clark, now an honored citizen of Portland, was a medical student with his employer, Dr. Blake. Mr. Larrabee, Dr. Clark tells me, “came into my room one rainy day, and taking up a Latin book was lost in it for an hour, without speaking a word, and when he laid it down said, ‘I would give the world if I could read that book.’” This led to a conversation on his acquirements, and the means of getting an education, the result of which was that his new friend became interested in him, and gave him an opportunity to attend a better school than he had before enjoyed, and shortly afterwards he was able to teach a small school.

He had for some time felt that he ought to preach, but had not confidence in his ability. His friends had procured him a license without his knowledge, and he made his first effort in June, 1821. His friends describe it as a very creditable affair, “simple, natural, ingenious, interesting his hearers,” and “acceptable to all but himself.” But he was heartily ashamed of it; and hid as soon as the meeting was over, and did not appear again till he was sought for.

He now began to live to learn. He worked and taught to support himself while he studied. A Congregational preacher, the Rev. Moses Greenleaf, of Wells, advised him to go to college, and acquire a liberal education, the

more especially as he was going to be a Methodist preacher, for he would have to preach often, and extemporaneously, and would, with a limited education, "be in danger of preaching the same thoughts over again, but if he had a liberal education, he would have within his own mind resources for extemporaneous discourses which would never fail, and which would add greatly to his variety of subjects and style." Besides, the Methodists would establish schools and need teachers. At that time there were, to his knowledge, but three Methodist graduates in all New England.

Mr. Larrabee prepared himself and entered the Sophomore class of Bowdoin College at the commencement of 1825. He taught during vacations. During two terms of his junior and senior year also, he labored as assistant, in the Maine Wesleyan Seminary, at Kent's Hill. A part of the time, the failure of the health of Zenas Caldwell, the Principal, caused to be thrown upon him the chief burden and responsibility of instruction. Merritt Caldwell, his college classmate and chum, who afterwards became Principal of the Seminary, shared these duties with him. He graduated in 1828, second in a class of twenty. Professor Cleveland afterwards described him as a man who could not be cornered in recitation.

Immediately after graduation, he was, upon the recommendation of Prof. Upham, called to the charge of a newly established academy at Alfred. He spent two years here happily and prosperously. When the Wesleyan University was opened at Middletown, Connecticut, he was appointed tutor, and the actual teacher of the school, under the general oversight of Dr. Fisk, who was not yet ready to take personal charge. There were five or six freshmen and some twenty preparatory students in his class. This was the beginning of this institution.

The following year Mr. Larrabee was elected Principal of the Oneida Conference Seminary, at Cazenovia, N. Y., which was then, as it still is, a leading institution of its class. His success here was immediate and marked. The number of students increased rapidly, and the institution attained a renown and prosperity it had never before en-

joyed. Dr. Tefft, who was a student there, in an obituary notice of Prof. Larrabee in the *Ladies' Repository*, of September, 1859, speaks of "the unbounded popularity of the Principal, not only with the people, but more especially with the pupils," that impressed him when he entered the school; and adds that "with his natural energy and ardor he (Mr. Larrabee) went to work for the best good of the institution," revised and added to the course of study, and did everything "which a most fertile genius could devise for the elevation and enlargement of the school." The Rev. Dr. Bannister, also a student of Mr. Larrabee's, afterwards Principal of the institution, and now of the Garrett Biblical Institute, at Evanston, Ill., writes me, after noting difficulties in discipline during Mr. Larrabee's first session, that "in the succeeding sessions, during his stay at Cazenovia, he was amazingly popular with the students, and rarely had trouble with the worst of them. I think I never knew one who had so much power over students in the way of reproducing himself among them, of stimulating the dispirited, and of drawing all to him as to an *oracle*." Both of these gentlemen speak of rich seasons of religious revivals that attended Mr. Larrabee's labors at Cazenovia. Many of his scholars here have since attained national reputation, of whom Dr. Tefft counted in 1859, "not less than seven Presidents in colleges, twenty-seven Principals in seminaries, twelve editors of religious periodicals, besides an inconceivable list of authors, writers, preceptors of academies, and of other characters of standing." Among them were P. B. Wilber, of the Wesleyan Female College at Cincinnati, and Dr. Bowman, of the Asbury University, Western teachers of high reputation. Dr. Tefft declares that there was then no other similar institution in the country, "with so complete a course of study, under so able a management, and so successful in the department of instruction." Mr. Larrabee became a member of the Conference while at Cazenovia, in 1832.

The principal of the Maine Wesleyan Seminary, the Rev. Merritt Caldwell, having accepted a professorship in Dickinson College, Mr. Larrabee was unanimously elected

to take the vacant place, upon his own terms, and returned to Maine in 1835. His success at Cazenovia was repeated in at least an equal degree here. Dr. Tefft, who was associated with him a short time, describes it: "The school at once filled up to its utmost capacity; new buildings had to be erected for the accommodation of the students; the whole system of classification and of study was revised and considerably expanded; great pains were taken to elevate the standard of scholarship, and to raise the ambition of the pupils; revival after revival swept the institution; a lofty tone of religious and literary feeling constantly prevailed within its walls; and it is not too much to say, at this time, (1859,) that eternity alone will be able to reveal the good done by the principal of the Maine Wesleyan Seminary during his popular and able management. Its alumni were sent out into nearly every State and Territory as teachers. At least three hundred of them became teachers in the academies and in the common schools of Maine." "Several years subsequent to the period of which I write," continues Dr. Tefft, "I cast my eye over the membership of the old Maine Conference, before its division, and was surprised to find that nearly twenty-five per cent. of the active members, were the alumni of the Maine Wesleyan Seminary, during the Principalship of Mr. Larrabee. The present principal of the Seminary, Rev. H. P. Torsey, and Dr. Cummings, President of the Wesleyan University, were students under him, besides many others now distinguished in the professions and in politics. He found one hundred and seventy-four students in the Seminary, and left two hundred and twenty-seven. It is still the first school of its class in the State, and, as is also that at Cazenovia, one of the first in the United States.

Mr. Larrabee's duties here were very arduous. He bore all the expenses of the school for the revenues, and had entire supervision of every department. It was a manual labor school at first, and was never a pecuniary success, till that detrimental feature was abolished. It is fair to count the mental and physical labor involved, as additional elements, in estimating the value and success

of his work in this place, as an instructor. During his engagement at the Maine Wesleyan Seminary, Mr. Larrabee assisted Dr. C. T. Jackson in the first geological survey of the State, and served as a trustee of the State Insane Asylum.

Mr. Larrabee was a delegate to the Methodist General Conference, of 1840, which met at Baltimore. Here he became acquainted with Dr. Simpson and the Rev. E. R. Ames, now Bishops, and other Indiana delegates, who, among other things, were looking for a Professor for the Indiana Asbury University, then just started. The result was, that at the ensuing meeting of the Board of Trustees, he was elected Professor of Mathematics and Natural Science. He accepted the position, and removed to Indiana in the spring of 1841. The University had graduated a class of three the previous year, and graduated one of the same size at the next commencement. There were about eighty students in all the classes, including the Preparatory. His associates besides President Simpson, who taught Mental and Moral Science, were Professor Nutt, now President of Indiana University, Professor of Latin and Greek, and C. G. Downey and O. H. Titus, tutors. The next year Professor Larrabee's and Professor Nutt's departments were divided, and Mr. Downey was made Professor of Natural Science, and John Wheeler, now President of Baldwin University, Professor of Latin. It was a competent and hard-working faculty, and soon raised the College to a flourishing condition, from which it has never fallen. Professor Larrabee's position was different from any he had before held. He was now in a second place. His work cannot be distinctly disassociated from that of his fellows. It was successful, however, and justified the fame he had earned in other fields. He turned out thorough scholars, assisted backward ones with unwearying patience, inspired in many who lacked it, a taste for scholarship, and received the same honor and affection from his students with which he had been blessed everywhere else. His memory is as fresh and kindly among his Greencastle students, as among those he had in Maine and



New York. Dr. Simpson retired in 1848, and the Rev. E. R. Ames, was elected President of the University, but declined. There was a year of vacancy, during which Professor Larrabee did the President's work. He embraced the opportunity thus given him to revise the course of study, which had thus far—necessarily, in a measure, on account of the class of students who came—been arranged rather with reference to the wants of young men without previous academic discipline, who wished to take miscellaneous studies with no settled plan, than to answer to a methodic scheme of scholastic training. Professor Larrabee conformed it, as nearly as practicable, to those of the old colleges. The effect was seen very soon in the elevation of the standard of scholarship, in the cultivation of healthy feelings of class pride, and in the increased numbers who came to graduate. It has been modified in details, and added to, and has partaken of the educational progress of the times, but remains in its general principles substantially the same as Prof. Larrabee left it. Prof. Larrabee, while connected with the University, visited West Point Military Academy, as a member of the examining committee. He was also offered, and declined, the Presidency of the Iowa University.

He wrote, regularly during this period, for the *Ladies' Repository*, at Cincinnati. His contributions were of an emotional character, and were widely popular, gaining for him as much fame as he had acquired as a teacher, and contributing materially to the success and permanency of the magazine. A selection from them was published in a volume entitled "Rosabower." His other works, all also, of this period, were the "Scientific Evidences of Natural and Revealed Religion," compiled from such of his college lectures as bore on the evidences of creative design, shown in the structure of man, animals, &c., and the biographical sketches, "Wesley and his Co-adjutors," and "Asbury and his Co-adjutors." All were well received. They are now out of print. He was elected editor of the *Ladies' Repository*, in 1852. He declined, for personal reasons, the principal of which was that the nomination of Superintendent of Public Instruc-

tion was tendered him, and he thought he saw through this, promise of engaging in a work of greater usefulness in his own State. But he took charge of the *Repository* for six months, until a permanent editor was obtained.

Prof. Larrabee took office as Superintendent of Public Instruction—the first of Indiana—in November 1852. He had become enthusiastic in education. He was anxious to have a hand in shaping the educational policy of the State, and fancied he had a calling for it. He had taken great interest in the debates on common schools in the Constitutional Convention. He had watched the progress of the school law of 1852 through the legislature, and had privately offered suggestions respecting it. The law was satisfactory to him, and embodied much that he thought desirable. He believed that if it was carried out according to its intent, it would give the State an educational system, which would place it on a par with the most advanced.

Prof. Larrabee met duties of the most arduous character. The few public schools there were in the State were in utter confusion. They were either not organized at all, or organized under plans which were the opposite of uniform. They had to be organized on one plan, and that a novel one for Indiana, conflicting with popular prejudice and local interests. School houses had to be built, and taxes levied and money raised to build them. He had township and county officers to instruct about duties to which they were strangers, and decisions to render on points of law on which there were no precedents, and which varied from previous laws. He had objections to answer and prejudices to nullify, which were particularly intensified against the consolidation and equitable distribution of funds which were prescribed by the law of 1852. He had nearly all the counties of the State to visit in person. He went at his duties diligently, conscientiously, and with a love of his work and desire to complete it well, which carried him over every obstacle. The measure and value of his success cannot be judged, however, by the results of the work, for the decisions of the Supreme Court and acts of succeeding Legislatures in ac-

cordance with them and to satisfy local prejudices, overthrew the most marked features of the law and the ones to the development of which his hardest efforts had been directed. The school system had to be remodeled from the beginning, and the term of his successor and his own second term had expired before it reached a shape under which permanent results could be secured.

Prof. Larrabee was defeated in the canvass for a second term, in 1854. It was a time of unparalleled political excitement, and he became the object of a warfare which was not to his taste, which he felt he did not deserve, and which grieved him sorely and all his life. Subsequently to this, he was placed in charge of the Blind Asylum, which had also become involved in political squabbles, from which he was again made to bear sufferings he had not earned. Many among his strongest opponents in those days, afterwards did him justice, and became his firm and enduring friends.

He was elected Superintendent of Public Instruction for the second term in 1856. The school system was still staggering under the blows of the Supreme Court and the legislative modifications that had to follow. There was little in the circumstances to justify confidence or hope for its success, or to inspire zeal on the part of its friends. Nothing could be done for the future. Consequently this term has left but a slight record of the discharge of routine duties and general watchfulness that nothing should suffer from lapse. This was the last of Prof. Larrabee's public services. He retired in January, 1859. His health had been declining for several years. He had worried under political assaults; he had become overwhelmed by embarrassments in business, and had overworked himself to retrieve them. At times he had labored incessantly day and night, under continual bodily weakness. The death of Mrs. Larrabee, on the 15th of January, seemed to prostrate his remaining vital force, and he sunk rapidly. He died on the morning of the 4th of May, 1859, after a confinement to his bed of about six weeks.

The predominant traits of Prof. Larrabee's character were kindness, the strength of his affections, and the de-

sire to do good. His life was governed by convictions of duty, and by the belief that his course was directed by Providence. He had a strong love of nature, and particularly of the rugged and picturesque scenery of his native State. Its characteristic features were impressed indelibly upon his heart. Local attachments were always tending to draw him back, and to make him yearn for the old scenes, even after he had adopted Indiana as his permanent home. For the sake of the associations of his native region, he transplanted pines and firs from there, and created "Rosabower," in imitation of a Maine forest, which became a well known and favorite resort for citizens and visitors to Greencastle.

He found himself at first in the West a stranger among strangers, and was regarded as a stranger. The people had not then outgrown their prejudices against "Yankees." This threw him into a reserve from which he never entirely recovered, as has been shown in Dr. Tefft's admirable analysis of his character in the *Ladies' Repository*.

He found Greencastle a rude, tasteless, backwoods village. Except one garden, which he has described in one of his essays, there was hardly a flower or an ornamental tree in it. He planted both, and people asked him what they were good for. But he set an example, which was liberally followed in time, and it would be hard now to find a place of its age which excels Greencastle in quantity and variety of shrubbery and number of gardens.

His benevolence went to the limits of his means. It would be difficult to tell the number of persons whom he has lifted from poverty or helped out of difficulty, or whom he has, directly or indirectly, assisted to educate themselves. He always had some friend or friend's friend whom he was supporting; there was always some one at his school who owed the privilege of being there to him. And this was without reward or the expectation of it. He never refused aid when it was in his power to afford it. He trusted all who had not proven themselves unworthy without stint, and sometimes subjected himself to imposition and trouble by it. From these and other causes in

his mental constitution and habits, he was never successful in business.

Prof. Larrabee's chief title to be remembered must rest upon his qualities as a teacher. These, as has been shown, were remarkable in their results. And they were early manifested, even in his first efforts. It is said of him in the schools he taught before he entered college, that "he was apt to teach, an enthusiast in his business, and his pupils made powerful progress in their studies. He was the most successful teacher in all the region." His method was peculiar. His manner was more that of a social equal than of a professor. His recitation room was like a place where all had met on a level to talk over the lesson together. He had a real sympathy with his pupils in their difficulties, and rarely failed to make them understand their lesson, or to let them know how well they knew it if they knew it well. He made little show of the form of government, but no scholar took advantage of him, and he had few difficulties in discipline. He was known in the West as a mathematician, but was a better classical and literary, than mathematical scholar. The affection with which he is remembered by his students is a genuine source of surprise. Dr. Bannister, speaking of the Cazenovia Seminary, says that "probably no one ever succeeded him in that institution whose image was so deeply impressed upon students as was his." The Rev. Dr. Torsey, of the Maine Wesleyan Seminary, says: "In my large acquaintance with teachers I have never known one so much beloved by his students. Many of us now, after a lapse of thirty years, cherish his memory with all the warmth and tenderness of those early school days." And Prof. Hoss, the editor of this JOURNAL, and the present Superintendent of Public Instruction in Indiana, who was more or less of the time, during a five year's course, under Prof. Larrabee's instruction in Asbury University, adds his testimony in the following language: "I never knew the teacher who was so popular with his pupils. His influence in the recitation room was almost unbounded. Yet it was not the authority of position, nor the venerableness of years; it was the silent influ-

ence of confidence, friendship, and esteem. These qualities were mutual, originating in the teacher's heart, flowing into the pupils, and like begetting like, they were returned with an increase in both quantity and warmth." Members of his family have had personal demonstration of this affectionate remembrance in central New York and in Maine, where they have been surprised and gratified at the affectionate manner in which they have heard him spoken of by entire strangers to them, and the warmth of the welcome that the mention of his name has brought them at the homes of his former pupils. These feelings are shared by all his pupils, in the West as in the East, but the manifestations of them in the East are more remarkable, on account of the length of time that has elapsed since he inspired them.

Prof. Larrabee was a pioneer teacher in the Methodist Church. An Academy at New Market, N. H., (afterwards transferred to Wilbraham, Mass.,) and the institution under the charge of Dr. Bangs, in New York City, were the most prominent Methodist schools in operation when he begun to teach. Augusta College, in Kentucky, and a few academies, were just beginning to get underway. Besides those engaged in these schools, the other early teachers of his denomination were contemporary with him, or began after him. When he commenced, the great system of education which his church has built up, was only dreamed of. The foundations only of it were being laid, in unconsciousness of the magnitude of the fabric which was to be built upon them. When his work is measured it will be found to have been second in importance to that of hardly any educator of his generation.

His connection, and that of Mrs. Larrabee, with female education, and the work and character of the latter, deserve mention. The schools at Cazenovia and Kent's Hill were female schools, as well as male, and were attended by large classes of young women, many of whom became themselves teachers, or the wives of teachers. In 1836 there began to be a call for female teachers in the West, and he was applied to to send one to Terre Haute.

One of his pupils, a Miss Tripp, went, but soon died. A sister of Mrs. Larrabee went with him to Greencastle, opened a small school for girls, which was kept up about two years. In 1845 Mrs. Larrabee took a number of young women as boarders, and opened a school which was also attended by girls residing in the neighborhood.

It grew fast, attracted attention and pupils from all parts of the State, and would have expanded indefinitely but that there were no buildings, and no means to erect them. But it fixed public attention on the importance of systematic effort for female education; and the Ft. Wayne Female College was shortly projected by those who had watched its operations. To that school is directly traceable the origin and development of the educational movement in the Methodist churches of Indiana which has dotted the State with female schools. Mrs. Larrabee's efforts deserve a separate account. The general expression of those who knew her is, that she was a woman of extraordinary intellectual power and energy, of unusual endowment and force of character. Her work was not inferior in quality, nor, perhaps, in the permanence of results, to that of her husband. That it was inferior in immediate extent is, perhaps, as much as anything else due to the fact that from before her marriage to her death she never enjoyed a day of really good health while most of her days were days of intense suffering, from the disease which finally wore out her life.

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BIOGRAPHY is a teacher speaking from experience. It brings its treasures from the dead years of the past, and adds them to the riches of the present. Happy he who has an eye to discern this wealth, and wisdom to collect and appropriate it to the enriching of his own life.—

*Anonymous.*

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## INTUITIONAL INSTRUCTION.

*[A Paper read before the State Teachers' Association, at New Albany.]*

BY PROF. IRA W. ALLEN.

MR. PRESIDENT AND BROTHERS AND SISTERS OF THE PROFESSION:—I appear before you at the command of the chairman of your Executive Committee, for I long since learned that one of the first duties of a teacher is obedience. I come in obedience to the demand of that great cause which you represent—the cause of education—christian education; for in the history of our beloved country, when have these demands ever been more imperative than at the present?

If we look at the four millions of blacks freed from the horrors of servitude by the hand of our martyred President, all eager as they are to be made freemen indeed by the illuminating power of the spelling-book and the Bible; if we look at the millions of whites under the dominion of an ignorance deeper and more profound, if possible, than that of the blacks; if we regard the great problems now being solved, and the still greater questions soon to be considered; if we consider the future of our country—a dark, gloomy, appalling wreck of the great republic, or, as I believe, a great christian people's empire much more influential, far more transcendently glorious than the mightiest empires of the past; what questions can come home to us with deeper significance? what demands can be more imperative than those relating to the right education of the people—the cornerstone of all true greatness and prosperity?

I come at the command of duty, to cast in my mite with your more ample gifts, in behalf of the great cause of all causes—education. You doubtless all agree with Channing, that “There is no office higher than that of teacher of youth, for there is nothing on earth so precious as the mind, soul and character of the child;” with Everett, “That the office of the teacher, in forming the minds and hearts of the young, and training up those who are to take our places in life, is all-important;” with President



Humphrey, "The school-master literally speaks, writes, teaches, paints for eternity; his pupils are immortal beings, whose minds are as clay to the seal under his hands."

But how feebly are these truths appreciated. There are thousands and tens of thousands of heads of families, not only on plantations and prairies, but even in our towns and cities, who are almost totally ignorant of the priceless value of a good education. They would prefer to give their children a few thousand dollars in bank stocks, or United States bonds, rather than the sweetness, the beauty, the perennial joy, the immortal glory of a christian education.

And right here is one of the greatest dangers, I may say the greatest peril of the republic. And how shall the Ship of State avoid this breaker, this Maelstrom of ignorance, and of consequent political corruption, unless it be in the light of the earnest and persistent labor of teachers, both as individuals and in associations? Does not duty demand that we bring our gifts into the storehouse?

But I regret to say that I have come with only such small preparation as could be made in a few hours, snatched from the numerous and imperative, but sweet cares of a family of nearly one hundred and fifty of Indiana's brightest and best children.

The topic assigned to me is Intuitional Instruction, a subject evidently of very great importance, for it is believed to indicate the true and natural method of Instruction.

In treating this subject I shall draw somewhat copiously from the views of eminent practical educators of the last three centuries.

What is Intuitional Instruction? Young says: "Intuitive teaching embraces all our perceptions of the natural world through the senses."

L. Feuerbach says: "Unfolded is the world only to the observing mind; the only avenues to the mind are the senses."

Diesterweg, in his Teachers' Guide, says: "All instruction, without exception, must be based on intuition.

It is a principle in the instruction of youth, in universal instruction, also in every activity of the educator, that everything that is to be actively and impressively felt, known and wished, must have events and experiences, and an immediateness for its foundation."

Hoffmeister, in his Schiller, says: "What sensation is to the will, viz: basis and source, *direct source* of the true, the good, and the beautiful, that is the intuitive, direct recognizing to the intellect."

Feuerbach also says, in his Philosophy of the Future, p. 74: "That thinking is true and corresponds to the nature of the reality, which is awakened by intuition."

Diesterweg also says: "The faculty of intuition has two sides. One is turned toward the outer, the other toward the inner world of the mind. The former is first unfolded, and leads to the development of the latter. Hence the child in the school, as in the natural world, must open his eyes to outward impressions, in order that the qualities and objects of the outward world may be reflected in pictures upon this mental retina, and become to inner intuitions the foundation of all later mental culture."

But let us go back to Neiderer, Schmidt, Kruesi, Zeller, Fellenberg, Pestalozzi, Basedow and Rousseau, and we shall find that the leading principles of their systems of education were briefly these:

1. Cultivate the faculties in the natural order of development—Perception, Conception, Judgement.

2. Proceed from the known to the unknown, from the simple to the complex, from the concrete to the abstract; from the whole to the parts, from the particular to the general.

3. Accustom the child to activity. Never *tell* the child what it can *discover*; never do for the child what *it* can do.

Are not these principles natural and philosophical? Do they not harmonize with one another, even the directions, "from the whole to the parts," "from the particular to the general," when we consider that the former refers to objects and phenomena, and the latter to ideas?

But let us still go back one and two centuries further, and examine the writings of Cowley, Hoole, Petty, Hartlib, Milton, Locke, Commenius and Bacon, and we shall find, I think, that some of the distinctive principles of intuitional education were even then appreciated.

Hoole says: "Descend to the very bottom of what is taught, and proceed as Nature doth, in an orderly way; first to exercise the senses well, by presenting their objects to them, and then to fasten upon the intellect, by impressing the first notions of things upon it, and linking them one to another by a rational discourse. Missing this way, we do teach children, as we do parrots, to speak they know not what."

Commenius, probably the most eminent and influential educator of the Seventeenth Century, says: "The best years of my own youth were wasted in useless school exercises. How often, since I have learned to know better, have I shed tears at the remembrance of lost hours. How often have I cried out in my grief: *O mihi præteritos referot si Jupiter annos*. But grief is vain. Only one thing remains, only one thing is possible—to leave posterity what advice I can, by showing the way in which our teachers have led us into errors and the method of remedying those errors."

He says: "The art of teaching is no shallow affair, but one of the deepest mysteries of nature and salvation."

From the numerous principles and rules which he enunciated and taught, I select a very few, viz: "In God are the ideas, the original types which he impresses upon things; things again impress their representations upon the senses, the senses impart them to the mind, the mind to the tongue, and the tongue to the ears of others. The mind thinks, the tongue speaks, the hand makes; hence sciences of things, and arts of working and speaking. It is a source of errors when things are made to accommodate themselves to words, instead of words to things."

Again: "The attention should be fixed only upon one object at a time; and upon the whole first, and the parts afterwards."

"A second point must not be undertaken until the first is learned; and with the second, the first must be repeated."

"To learn is to proceed from something known, to the knowledge of something unknown, in which are three things, viz: the known and the unknown, and the mental effort to reach the unknown from the known."

"The schools are wrong, in first teaching languages, and then proceeding to other things. The thing is the substance and the word the accident; the thing is the body and the word the clothing. Things and words should be studied together, but things especially, as being the object both of the understanding and of language."

"Instruction will usually succeed, if the method follows the course of nature. Whatever is natural goes forward of itself."

Again: "Instruction must begin with actual inspection, not with verbal description of things. From such inspection it is that certain knowledge comes."

"The first education should be of the perceptions, then of the memory, then of the understanding, and then of the judgment. For knowledge begins with the perceptions, which are fixed in the memory by the apprehension; then the understanding, by inductions from single apprehensions, forms, general truths, or ideas. Examples should precede abstract rules, and, in general matter, should precede form everywhere."

"The eye should be first directed to an object in its totality, and afterwards to its parts."

"Things near at hand should be learned first, and afterwards those lying further and further off."

"Reading and writing should be learned together. The scholar should not learn by rote what he does not understand."

"We learn not only in order to understand, but also to *express* and to *use* what we understand. As much as one understands, so much ought he to accustom himself to express; and, on the other hand, he should understand

whatever he says ; speech and knowledge should proceed with equal steps."

But Bacon, prior to Commenius, struck the key-note of the principles of education, some of which I have just read, when he said: "Men read in books what authors say concerning stones, plants, animals and the like, but to inspect these stones, plants and animals with their own eyes is far enough from their thoughts; whereas we should fix the eyes of our mind upon the things themselves, and thereby form a true conception of them."

We see, then, that the principles of Intuitional or reality teaching are no new discovery of the Nineteenth Century. Indeed, many of them are as old as the human race; for when the Lord God took Adam and put him into the Garden of Eden to dress it and keep it, we are told that the "Lord God formed every beast of the field and every fowl of the air, and brought them unto Adam to see what he would call them; and whatever Adam called every living creature, that was the name thereof. And Adam gave names to all cattle, unto the fowl of the air, and to every beast of the field."

Was not this an object lesson on a grand scale? And when Eve was created and brought to Adam, they twain were commanded "To subdue the earth; and to have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth." Was not great activity, both physical and mental, here enjoined, and had not this activity to do with living realities, with objects?

What lessons were spread out before them in the starlit heavens above and the virgin earth beneath, in the enveloping atmosphere with all its varied phenomena, and in the mysterious depths of the great sea with its myriad living forms! They were required to learn no dry abstractions, for here were things before names, ideas before words, the concrete before the abstract. And what was this but "*Anschauungsunterricht*," intuitional teaching?

But not to dwell on the Old Testament, let us pass down the stream of time, 4,000 years, to the advent of the

Great Teacher, sent from God. How did he instruct? What principles did he use? What methods did he employ? Did he not pass from the concrete to the abstract, from the known to the unknown, even when addressing adults?

In his first discourse, the Sermon on the Mount, did he not teach the nature of humility by the term "poor in spirit?" The saving power of christian influence by salt? The beauty and illuminating splendor of christian character by a city set on a hill, and a lighted candle on a candle-stick? The importance of unwavering trust in God and his providences by his care for the fowls of the air, the lillies of the field and the grass of the earth? The nature of unjust criticism by the beam in one's own eye, and the mote in the brother's? Ill-timed presentation of precious truth by casting pearls before swine? The infinite yearning and most perfect readiness of our Heavenly Father to give good things to them that ask him, by the uniform readiness of erring, sinful fathers to give bread or fish to their own needy sons? The necessity of self-denial and constant watchfulness in the way which leadeth unto life eternal, by the difficulties of passing through a narrow gate and along a narrow road? The certainty that our moral and spiritual harvests shall be the products of what we sow, by the unerring uniformity of natural laws, every herb, shrub and tree producing fruit after its own kind, thistles producing thistles, grapes producing grapes? The hollowness and instability of men's profession by the house built upon the sand? The stability, permanency and grandeur of the edifice of christian character by a house founded upon a rock?

But why specify so many instances in one chapter, or one discourse? Are not the gospel full, from beginning to end, of the most beautiful illustrations of intuitional instruction? How vividly and impressively did the Master communicate the grandest spiritual truths by commencing his lessons with such statements as these, viz: "The Kingdom of Heaven is like unto a grain of mustard seed." "A sower went forth to sow." "The Kingdom of Heaven is like unto leaven." "A certain

man went down from Jerusalem to Jericho, and fell among thieves." "A certain man had two sons." "I am the vine, ye are the branches."

He made use of those objects, events and phenomena, best known to his hearers, and thus gained ready access to their minds and hearts. Indeed, I know not where to look for so complete and beautiful an illustration of the true method of teaching as is to be found in the gospels. And is it not one of the greatest wonders of the world, that during these eighteen long centuries the great majority of teachers, both in the school-room and in the pulpit, have been so utterly stupid as not to recognize and practice these principles? How many young and immortal spirits, just setting out on the journey of an endless life, have had their wings clipt, have been maimed and deformed, by doubly stupid, and worse than dead teachers? How many dull, dry, abstract, lifeless discourses have been delivered from the pulpit whence only living, vital, glowing truths were designed to flow? But, thanks to a kind Providence and to the progressive tendencies of the human race, a brighter day is at hand, has already dawned to many hearts, and is yet to dawn to the millions.

The Bible is being studied, as never before, in all the accumulated light of the ages, and unexpected treasures are being discovered; and I know of no profession which is to be more benefitted than that to which we belong.

Does any one still ask what is object teaching, in its highest and best signification, what is Intuitional Instruction? I refer such an one to the Gospels, to the Great Teacher, to the lessons which he taught, to the methods which he employed. There, if anywhere, will this true and natural method be mirrored in all its simplicity and beauty.

Intuitional Instruction is then believed to mean the harmonious development of all the powers of the mind and of the body, proceeding in the natural order to cultivate first perception, then conception, then judgment, by the judicious use of objects, engravings and word pictures, in fact everything in the whole realm of nature and art

suited to the attainments and capabilities of the pupils by which accurate *perceptions* and vivid and reliable *conceptions* may be formed, and thus the reasoning powers be called into healthful action. In all these exercises the teacher is careful to proceed from the *known* to the *unknown*, from the concreté to the abstract, from ideas to words, never using terms which are not understood by the pupils. Thus the teacher deals with living realities, vital not only to himself but also to the pupils, as is unmistakably evinced by their quickened curiosity and glowing enthusiasm. It is a method especially adapted to primary instruction, but can be used through the whole curriculum of academic and collegiate studies, particularly in all the natural and experimental sciences.

Mr. President, the association has just been entertained by a beautiful and impressive illustration of this method of teaching, in the lecture of Prof. Tenney, on coral formations, illustrated by specimens and charts. And in this, sir, he has followed the instructions of his illustrious predecessors, among whom was Carl Ritter, of Berlin, believed to be the greatest geographer of the world. In 1853 and 1854 it was my good fortune to listen to Ritter, Enke, Lepsius, and others who not only believed in but practiced the intuitional method. I saw much of this system also in the public schools of Northern Germany, in which it was a cardinal principle to proceed from the known to the unknown, from the concrete to the abstract. And, perhaps, I can give no better illustration of a lesson in geography to a class somewhat advanced than that of one witnessed and described by Horace Mann.

He says: "The teacher stood at the black-board with the chalk in his hand. After casting his eyes over the class to see that all were ready, he struck at the middle of the board. With a rapidity of hand which my eye could hardly follow, he made a series of those short, divergent lines or shadings, employed by map engravers to represent a chain of mountains. He had scarcely turned an angle, or shot off a spur, when the scholars began to cry out, Carpathian Mountains, Hungary; Black Forest Mountains, Wurtemberg; Giant Mountains, (Ries-



en-Gebirge) Silisia; Metallic Mountains, (Erz-Gebirge); Pine Mountains, (Fichtel-Gebirge); Central Mountains, (Mittel-Gebirge), Bohemia, &c., &c."

"In less than half a minute, the ridge of that grand central elevation which separate the waters that flow northwest into the German Ocean, from those that flow north into the Baltic, and southeast into the Black Sea, was presented to view; executed almost as beautiful as an engraving. A dozen crinkling strokes, made in the twinkling of an eye, represented the head-waters of the great rivers which flow in different directions from that mountainous range, while the children, almost as eager and excited as though they had actually seen the torrents dashing down the mountain sides, cried out Danube, Elbe, Vistula, Oder, &c. The next moment I heard a succession of small strokes or taps, so rapid as to be almost indistinguishable, and hardly had my eye time to discern a large number of dots made along the margins of the rivers, when the shout of Linz, Vienna, Prague, Dresden, Berlin, &c., struck my ear. At this point in the exercise, the spot which had been occupied on the black-board was nearly a circle, of which the starting point, or place where the teacher first began, was the center; but now a few additional strokes around the circumference of the incipient continent extended the mountain ranges outwards toward the plains; the children responding the names of the countries in which they respectively lay. With a few more flourishes the rivers flowed onward towards their several terminations, and by another succession of dots, new cities sprang up along their banks. By this time the children had become as much excited as though they had been present at a world-making. They rose in their seats, they flung out both hands, their eyes kindled, and their voices became almost vociferous as they cried out the names of the different places, which, under the magic of the teacher's crayon, rose into view. Within ten minutes from the commencement of the lesson, there stood upon the black-board a beautiful map of Germany, with its mountains, principal rivers and cities, the coast of the German

Ocean, of the Baltic and the Black Seas; and all so accurately proportioned that I think only slight errors would have been found had it been subjected to the test of a scale of miles. A part of this time was taken up in correcting a few mistakes of the pupils; for the teacher's mind seemed to be in his ear as well as in his hand, and notwithstanding the astonishing celerity of his movements, he detected erroneous answers and turned round to correct them. The rest of the recitation consisted in questions and answers respecting productions, climate, soil, animals, &c., &c."

And this thoroughgoing intuitional method was not only employed in teaching geography, but in all the branches pursued in the schools.

Says Goethe, the greatest of German poets: "That which has been carefully observed can afterwards be reflected upon and judged. A decided exercise of the eye is necessary, and there must first be an observation in order to call forth an inquiry. I must bring it thus far, that everything may become intuitive knowledge, and nothing remain traditional and nominal. I, too, am for the truth, but for the truth of the five senses. I am a mortal enemy of word sounds. Nature, indeed is the only book that offers intrinsic merit on every page."

In closing this hastily written paper, permit me to state a few of the reasons which commend this system to my own mind.

1. This method is to be recommended on account of its demands upon the teacher for varied attainments and high culture. No indolent teacher can succeed. Those who are teaching only temporarily, and making this a stepping-stone to something they consider higher, cannot expect much success. To be truly successful, teachers must live near to nature; they must read; they must study; they must reflect; they should have much knowledge of men and things; they should love wisdom; they must love their profession.

But of the 100,000 teachers in this country, how many come up to this standard? Few of this number, it is believed, take or read any educational journal, not even

Barnard's *American Journal*, which is by far the best published in this country, and perhaps in the world; and fewer still read any valuable works on the science and art of teaching. Such persons can be no honor to the brotherhood. Says Diesterweg:

"The life, the intelligence, the stand-point and the character of the teacher are important for the founding of living intuitions in the soul, in the intellect, and in the hearts of his pupils. We can never awaken to a lively intuition in another that which is not a living intuition in ourselves. Therefore it is of the greatest importance that the teacher himself has seen, observed, experienced, investigated, lived and thought as much as possible, and erected for himself an ideal in moral, in religion, in æsthetical, in purely human and in social relations. Just so much as he is, just so much is the worth of his instruction. He himself is to the scholar the most instructive, the most impressive object of intuition."

2. Another merit of this method is, that it awakens and encourages activity in the pupil. It is a cardinal principle in this system never to tell a pupil what he is able to discover for himself. Indeed, the *self-activity* of the pupil is the great end of all right education.

Says Sir William Hamilton: "The primary principle of education is the determination of the pupil to self-activity—the doing nothing for him which he is able to do for himself."

Says Horace Mann: "Unfortunately education amongst us at present consists too much in *telling*, not in *training*."

We all know what a glow of satisfaction is experienced when, by a vigorous use of our mental powers, we have discovered some important truth. The exclamation of delight and triumph—*eureka! eureka!* (I have found it), uttered by the great Syracusean philosopher, Archimedes, when he had discovered the means of ascertaining the bulk and specific gravity of bodies, will never be forgotten. The same delight has been experienced, and the same exclamations made by every active, studious boy.

What but a well-directed self-activity could have made those difficult and toilsome mathematical investigations of the perturbations of Uranus, which led to the discovery of the new planet Neptune?

There were some irregularities in the movements of Uranus which could not be accounted for by disturbing influences of any of the then-known planets; and it was conjectured by two young mathematicians, M. Leverier, of France, and Mr. Adams, of England, that the cause of these disturbances must be a large planet exterior to the orbit of Uranus. And now the problem was to ascertain the position of this hypothetical planet, among the stars, in order that it might be discovered by the telescope. But the question was one of such excessive difficulty that the most eminent astronomers of the world declared their conviction that the place of the latent planet could never be ascertained by calculation. Such, however, was not the belief of these young and active astronomers. They applied themselves with activity and energy to this stupendous problem, and unbeknown to each other, arrived at nearly the same results in the summer of 1846. Leverier wrote to Dr. Galle, of Berlin, urging him to point his great telescope to a certain quarter of the heavens. He did so; and lo! the imperial light of a great and distant planet first met the eye of man! This magnificent triumph of astronomical science can only be faintly appreciated, even when we are told that Uranus revolves around the sun in eighty-four years at a mean distance of 1,828,000,000 of miles, and that Neptune, the name given to the new planet, requires 146 years for a single revolution, at a distance of more than 2,862,000,000 of miles!

Do nothing, then, O teacher, I entreat you, to check the self-activity of your pupils; for who can tell or even conceive the glorious triumphs of enlightened and energized humanity?

3. But one of the strongest recommendations of the Intuitional system of teaching is, that it furnishes the only natural and satisfactory method of teaching language. It is the mortal enemy of the old mechanical

*memoriter* system. It develops language only in answer to an inward pressing want. It calls for ideas before words, and for words only as they are *expressive* of ideas. It calls for *oral* teaching, not for a *stupid* reliance on text-books. It commences with the child, in conversation about things familiar to it as well as to the teacher; and by a judicious use of objects, pictures and descriptions, it advances from the known to the unknown, enlarging the boundaries of the child's knowledge, increasing its vocabularies of words, and cultivating its powers of expression. This system also supplies the pupils, on their first entrance into school, with slates and pencils, and bids them reproduce their lessons, first by printing, and as soon as possible by writing. It furnishes the more advanced pupils with pens and paper for the reproduction of their exercises in the form of notes, abstracts and essays. These exercises are to be examined by the teacher, and will furnish to her tests of the proficiency and accuracy of her pupils, and tend, also, to impress the truths taught indelibly upon their minds.

Such oral and written exercises, in the hands of a teacher who appreciates the accurate and elegant use of language, who corrects faulty statements, and commends elegant expressions, will do more to establish the pupil in the correct use of his mother tongue than the *formal* study of English grammar for a lifetime.

But some one may ask: "Are children never to commit lessons to memory?" There certainly can be no valid objection to the memorizing of lessons, when done according to nature's directions, when with the verbal learning there is an inward learning *par coeur*, a taking them up with the mind and soul at the same time, and thus fixing them for time and for eternity. But that memorizing which is simply an *outward* learning, without intuition, and therefore dead, perverted and unintelligent, should be sedulously avoided.

4. Another recommendation of the intuitional system is that it offers so many and suitable occasions for moral and religious training. It has especially to do with those objects and phenomena in which and through which the

Creator has made the most pleasing and wonderful revelations of his wisdom and goodness. Take, for instance, "in the house we live in," the anatomy of the body, the skillful arrangement of the circulatory system, of the nervous system; or the beautiful and effective contrivance of uniting the bones of the head with the spinal column, so as to allow a forward and backward movement, and at the same time a rotary motion, sweeping nearly the whole horizon, and all this without endangering the delicate spinal cord, which passes through the joint; or, in natural history, the adaptation of the camel to long desert journeys, &c., &c.

Indeed, how worthless is all mental training, all school education, unless it be Christian education. And by Christian education I do not mean that pupils are to be instructed in dogmatic theology, or in any partisan or sectarian views; but that the teacher is to be a living, Christianizing power among his pupils, being filled with the sweet and gentle spirit of the Great Teacher. His every thought and feeling, his every word and expression, every act and attitude, his whole bearing, is to be the source of living intuitions, of elevating and saving influences.

But this single point expands before my vision into a great and most interesting theme, to illustrate and enforce which would require a volume instead of a single paper.

I close, therefore, by stating a very evident and important truth, viz.: The only safe and permanent foundation for our great Republic is Christian education; and this, I think, can be best acquired by the intuitional method.

## NATURAL SCIENCE IN THE SCHOOL ROOM.

BY PROFESSOR JOSEPH TINGLEY.

To stimulate teachers to substitute experimental illustration for the usual dry statement of facts so commonly resorted to in giving instruction in the natural sciences, and to suggest the practicability and propriety of introducing many of their elementary principles into an early course of development lessons,—the writer has consented to prepare the following article for publication in the *SCHOOL JOURNAL*. The not unpleasant task is undertaken at the suggestion of the State Superintendent, and of a number of the leading teachers present at the various sessions of the Indiana State Normal Institute, seconded by the earnest request of many members of the County Institutes visited by the writer within the past two or three years. The evident interest manifested in his presentation of the subject before those Institutes convinced him that he had not been mistaken in his convictions as to the need of suggestions in this especial department. His lectures had regard to the instruction and encouragement of high school and primary school teachers in the labor of preparing and using simple and cheap forms of apparatus in illustrating the Natural Sciences.

1. **IN THE HIGH SCHOOL:** Any attempt to teach Natural Philosophy or Chemistry, without experimental illustration must result in partial failure. There will be abundant and not unreasonable complaint on the part of the pupil concerning the *dryness* and difficulty of the studies,—of chemistry, especially; whereas, with proper illustration, no studies can excel, and but few equal these in attracting and fixing the attention and in cultivating close and accurate habits of observation. Yet many teachers neglect this most important aid, some for lack of apparatus, others for lack of skill in using what they have, others still, perhaps, for want of appreciation of the necessities of the case. Among many valuable truths learned by twenty years experience and observation, is the fact, that for mere purpose of illustration in teaching, *the cheapest and simplest forms of apparatus are the best.*

The more showy illustrations confuse by their very splendor, and often times the appearance of complication in an instrument will deter the teacher himself from attempting its use.

2. **OBJECT LESSONS.** Were it not for the expense and trouble involved in most experimental illustrations of science, as usually conducted, they would be more frequently called to the aid of the teacher of the primary and intermediate departments in the so called object lessons. There can be no development lessons superior to, nor even, in the opinion of the writer, equal to those requiring experiment. He has made it a point therefore, in presenting this subject before the Institute, to suggest and exhibit methods involving the least possible expense of time and money, yet suitable for either primary or high school instruction. In this article, no attempt will be made to indicate the mode of adapting either the language or minor details of the experiments to the capacities and necessities of the different departments.

3. **AN EXAMPLE** may serve to show that the illustrations may be adapted to any of the grades. Suppose a lesson or series of lessons upon the *atmosphere* be decided upon.

**ITS MECHANICAL PROPERTIES** are shown as follows: 1. A tumbler is filled with water, covered with paper and inverted. The water will not spill, illustrating *upward pressure*. 2. The same experiment is performed with a glass funnel, the thumb, or finger, or a cork being used to stop the tube. The funnel being inverted, the water will remain sustained by upward pressure as before, but on removal of the stopper, the *downward pressure* will counteract the upward and cause the liquid to spill. 3. For sake of variety the inverted tumbler of 1 may be placed upon a table and the paper removed. 4. The action of the syphon is shown by the use of *any* bent tube, as a scape of the onion or dandelion, or more satisfactorily by a small gum elastic tube.\* 5. The explanation of its action may be simplified by interposing a fountain between its two ends thus: Through the closely-fitting cork of a

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\* A piece of gum elastic tube three feet long and  $\frac{1}{8}$  inch bore will be found very useful in many experiments, and may be purchased at any India rubber store for about 50 cents.



quart bottle pass two tubes of a small bore. Let one of the tubes, A, extend an inch or more into the bottle, and the other, B, only to the inner surface of the cork. Over the outer end of B force the gum tube of 4. Introduce a gill of water into the bottle and invert the whole apparatus, at the same time placing the mouth of tube A in a glass of water. The water will flow from the glass upwards through tube A in the form of a *fountain in vacuo*.

6. The water-balloon, or bottle-imp experiment, may be performed very cheaply and efficiently by substituting for the balloon or imp a small vial, and for the tall jar a common half gallon glass fruit jar. Put into the vial water sufficient to make the specific gravity of itself and contents nearly equal to that of water. In this condition invert it in the jar nearly full of water. Closely cover the mouth of the jar with a thin sheet of gum elastic. The vial will descend to the bottom by pressure upon the cover and ascend when the pressure is removed. 7. Expansion by heat: the converse and atmospheric pressure may be simultaneously illustrated by a single experiment with a tumbler and pan of water. Place a few folds of crumpled paper in the bottom of the tumbler, set fire to the paper and quickly invert the tumbler over the pan so that its edge shall be under the surface of the water. Bubbles of air will pass out, and shortly afterwards the water will rise and nearly fill the tumbler. The experiment will be more successful if a teaspoonful of alcohol be thrown upon the paper before igniting it. 8. The culinary paradox illustrating the influence of atmospheric pressure upon the boiling point may be performed with a common pint bottle, by taking care to first heat the bottle by immersing it in a vessel of water and bringing that to the boiling point. Have ready a good cork saturated with beeswax; hold the bottle, which must be nearly full of the hot water, for a few minutes over the flame of burning alcohol. While the water is in the act of boiling, insert the cork and quickly remove from the heat. An alcohol lamp for this and similar experiments is extemporised by saturating a small flock of cotton with alcohol and burning it in a spoon. 9. Among the almost num-

berless common or easily prepared illustrations of the various mechanical properties of the air, the following are merely suggested, descriptions of which are unnecessary: A Montgolfier balloon of tissue paper, fifteen to twenty inches in diameter; a glass tube, cup and mercury, to show the Torricellian vacuum and principle of the barometer; the leather disk and string used by boys for lifting rocks; the pop-gun squirt, wind-wheel, etc., etc. 10. The table blow-pipe is of the same class, but partly chemical in its action. Its especial value to the teacher, however, consists in its use in melting glass, bending tubes, blowing small bulbs, spinning glass threads and capillary tubes, melting small beads for microscopes, etc.

An extemporary table blow-pipe capable of the above applications is constructed of a common mouth blow-pipe, secured in an upright position upon a table, so that the stream of air urged through it may pass through the flame of an oil lamp supported at the proper height. Over the mouth end is forced the gum elastic tube, such as is used in experiment 4. The mode of using this useful instrument will next be described.

[TO BE CONTINUED.]

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## HOW CAN WE OBTAIN SUITABLE TEXT BOOKS FOR OUR COMMON SCHOOLS.

[The following article we copy from the *Maine Normal*. We do not wish to be understood as standing committed to all positions there announced. It however treats a subject of importance to Indiana; and is, therefore, commended to the careful consideration of our readers.—ED.]

In my previous article I considered the three fundamental qualifications which should be possessed by writers of text-books for our common schools. 1st. A clear apprehension of what studies should be taught, and how far each, without trespassing upon the others, may be

pursued. 2d. A clear apprehension of the natural order of intellectual development, to the different stages of which all studies and methods of teaching should scrupulously conform. 3d. Ability to write the English language in a clear and graceful manner. But how are we to obtain text-books from such men? That is the question I purpose briefly to consider.

It is manifest that the present open competition in the supply of common-school text-books must give way to something quite different, for under this system we have gone on from bad to worse during the last fifteen or twenty years. It has been a competition, not of brains in writing text-books, but a competition of publishers in introducing them. Not the merit of books, but capital, enterprise of agents, "cheek," occasional bribery of teachers and committee-men, have carried the day three times out of four. From the circumstances this was to be foreseen,—and I have it as the experience of at least one man who was, for several years, a very successful book agent.

But it may be said that, even if text-books do not now go into our common schools upon their relative merit, yet they must necessarily possess a considerable degree of absolute merit, since it must be for the interest of the publisher to secure the best books possible. Now, this is a grave mistake,—for the interests of the common schools and of the publisher are not the same, but antagonistic. It is the business of the one to make the most money possible; of the other to afford the largest amount of knowledge and intellectual discipline in a given time. For example, in the matter of arithmetic, the good of the common schools may, and I believe it does, require only two small text-books, costing \$1.50; but it is decidedly for the advantage of the publisher to print a series of six, costing \$6.00. By supplying a single pupil, in the first instance, the publisher would make 50 cents perhaps; but in the latter instance \$2.00. Thus it is always for the interest of the publisher to make text-books, whether for arithmetic, grammar, geography, or any other study, large and voluminous, while it is always for the in-

terest of the common schools that the text-books should be small and few as possible. It is not, therefore, a matter of surprise that a certain publisher should destroy the stereotype plates of an arithmetic which he had good reason to suppose was the best ever written in this country. There were only two books; and so this arithmetic was forced to give way for another with a series of six books and corresponding profits.

The reward of the writer of text-books also depends, like the profits of the publisher, upon the size and number of the books. So the writer works under the stimulus of money in addition to the zeal which he naturally feels for his special study. Usually the latter is enough to carry him beyond all reasonable limits; for he is apt to imagine that his special study, the one for which he is making text-books, is of more importance than all else, and should receive unlimited recognition in the common schools. Hence the text-books push and crowd each other. Such is the system under which text-books for our common schools have been produced for the last fifteen or twenty years. It could not well be worse, and I am not at all surprised at the semi-barbaric, abominable results which it has given. Nor will it be possible, under this system, ever to secure, in the future, suitable text-books. So I would without a moment's hesitation strike down this system, substituting for it another which should acknowledge proper restraint and give us a *competition of brains*, for that is the thing needed.

This whole matter of text-books for the common schools of the State I would place, therefore, in the hands of a few men, after the manner of France,—a Board of Education, if you please, made up of the best men for the purpose in the State. They should be empowered, not alone to select from published text-books, but to procure from men best qualified for the service, the writing of new ones in accordance with general outlines submitted by themselves after due consideration of the wants of the common schools throughout the State. Then the lists should be thrown open to all new comers,—to all new writers of text-books. Having secured sat-

isfactory manuscripts, they should then get the books printed at the cheapest rates. In five years the State would thus find itself supplied with text-books, each happily adapted to its proper work in the common schools. And I venture to say that not only would the text-books be vastly better than now, but we should secure uniformity,—an important thing of itself,—also an annual saving, in the cost of arithmetics, grammars, geographies, reading and writing books, of at least \$75,000; while each constant pupil in our larger towns would save certainly three years of time to the end of the grammar school course, obtaining, nevertheless, an education quite as efficient as now. I do not make these statements at random, but upon careful consideration. In a word, the use of no text-book should be permitted in our common schools, until it has been passed upon, and its merits determined in accordance with general principles, by a competent Board of Education.

Let us try this system but half as long as we have tried the present, and everybody will, I venture the prediction, be astonished at the good results.

C. B. STETSON.

Auburn, Jan. 20, 1868.

## SCHOOL OFFICERS' DEPARTMENT.

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### AMENDMENTS TO THE SCHOOL LAW.

In the last number of the JOURNAL, we promised to present in this, the amendments to the School Law, proposed by the last Legislature. We present these amendments with the earnest desire that School Officers, Teachers, and other friends of the Common Schools, will carefully study the same, and decide upon their fitness or unfitness. By placing these beside the daily workings of the system, their fitness or unfitness can be quite accurately judged, and in some cases tested. This done, we have guidance for future legislation.

#### AMENDMENTS.

These amendments passed the Senate, but failed to pass the House. They, however, passed their first and second readings, and coming up for their third reading on the last night of the session, they were disposed of as many bills are at so late a period in the session, namely, laid on the table.

It is proper to state farther, by way of explanation, that we shall not give the phraseology in which these amendments were presented, only the subject matter, and in as brief language as we can command.

I. Amend Section 5, (which relates to Trustees of towns and cities,) by providing; 1st, For a term of office of three years; 2d, For entrance upon office on Wednesday following first Monday in June; 3d, For retirement of one member *annually*; 4th, For election of officers of the Board; 5th, For bond of Treasurer.

II. In Section 14, change *annual* enumerations to *biennial*; thus saving the State several thousand dollars per annum.

III. In Section 25, lengthen the time of expending the tuition revenue, so as to give fourteen months after its receipt by the school trustee; also expunge the provision requiring the school year to begin on the first Monday in April.

IV. Add to Section 30, a provision for paying the Directors a per diem, not exceeding \$1.50.

V. Amend Section 33, so as to require examination of teachers in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, Physiology, History of Indiana, and History of the United States, thus repealing the so-called amendment to Section 35.

VI. Amend Section 157, so as to provide that in case a village incorporates as a town, all school property within the corporate limits of such town, shall belong to the town, and the title shall vest accordingly. (Since the adjournment of the Legislature, the Supreme Court in the case of *Thomas Carson v. The State of Indiana*, has decided that the present laws carry the title as contemplated in the proposed amendment. The above amendment should extend to divisions of townships, also.)

VII. Amend Section 158, so as to require persons proposing to teach a *private* school in a public school house; 1st, to hold a valid license; 2d, To enter into a written obligation to take reasonable care of the property, also, to repair all damages arising from use of same.

VIII. Amend the general statute, so as to provide that in case a site for a school house has been chosen, and the the owner thereof shall refuse to sell such site, the proper school trustee shall proceed "to condemn the same, and appoint three appraisers thereof," preparatory to sale of such land.

IX. Amend the general statute so as to provide, 1st, That Township Trustees shall hold their office for *three* years instead of *one*, as now; 2d, That they shall enter upon office, on Wednesday following the first Monday in June; 3d, That they shall make their financial reports to the County Commissioners in June.

#### ADDITIONS.

The following additions were made :

I. Any two or more contiguous townships, or a township and an incorporated town or city, situate within such township, may *jointly* procure, hold, use, and manage, school property, in such manner as the trustees may determine: *Provided*, however, that this provision shall not affect the title or use of property originally acquired and held for township graded schools.

II. It was provided, 1st, That the State Board of Education should examine a series of text-books in the eight Common School branches and submit a list of said books to the School Examiner and School Trustees of each County.

2. That the Examiner and Trustees, after an examination of the books in this list, and such others as they may deem necessary, shall adopt a series for use in their County.

3. That the books thus adopted shall be used in the county for which selected, to the exclusion of all other books in the eight branches, designated, for a period of *four* years, unless otherwise provided by legislation.

It will be observed, first, that the recommendation of the State Board has no legally binding force upon the Examiner and Trustees; and second, that each county is, in its decision, independent of every other county.

III. In any neighborhood or community, in which fifteen colored children of school age reside, within attending distance of a given point, a school shall be established for the same. These schools were to be managed and supported as other public schools, in the town, city, or township, in which they were located.

The above comprise the chief amendments and additions proposed.

#### REMARKS.

It is proper to remark that the House changed the term of office of Township Trustee from *three* to *two* years, and rejected the provisions relative to text books. The other amendments were, in the main, passed upon as they came from the Senate. Though the bill as above stated, passed only its second reading, it is believed it would have passed its third by a good majority, could it have been brought forward two or three days earlier.

It may be remarked, further, that the Senate Committee on Education refused to strike out the provision in section 26, of the law, which authorizes school meetings "to designate their teacher." We would call especial attention to this clause of the law. So far as we can learn it is a feature peculiar to our system. More, it is not only a peculiar feature, but in our opinion it is a *peculiar evil*.

All of the above is submitted with the hope that the proposed changes may elicit the best thoughts of all interested in the improvement of our Common School system. We shall be glad to insert in the JOURNAL any suggestions, or discussions on these subjects.



## EDITORIAL—MISCELLANY.

## A TALK WITH OUR READERS:—THE JOURNAL,—OUR CONTRIBUTORS,—WRITING AND YOUNG WRITERS.

Dear Readers, in our December issue we stated that it was our purpose to use all reasonable means to improve the JOURNAL. As one among other means to this end, we have made an appeal to a number of educators to aid us in this work by writing for the JOURNAL. Promptly and encouragingly have several of these responded, promising that they will write more or less, at least one article, each, for our columns, within the current year. Never before have we met with such encouragement in this department. And believing that you are interested in the supposed good things that these contributors will furnish, we feel constrained to give you some of their names.

In other States we have: Prof. Phelps, Principal of the Normal School of Minnesota; Prof. Newell, Principal of the Normal School of Maryland; Prof. Noble Butler, author of Butler's Grammar, Louisville, Ky.

In our own State we have: Hon. John Young, of Indianapolis; Dr. Nutt and Prof. Wiley, of the State University; Prest. Benton, and Prof. Brown, of the N. W. C. University; Prof. Tingley, of Asbury University; Prof. Campbell, of Wabash College; Prof. Garrett, of Hanover College; Prest. W. H. De Motte, of the Indiana Female College, Indianapolis; Prof. Ira W. Allen, Principal of Lafayette Collegiate Institute; Thomas Charles, Principal of the City Academy, Indianapolis; William A. Bell, Principal of the Indianapolis High School; Hamilton S. McRea, Superintendent of the Muncie Schools; Miss Anna P. Brown, Richmond; Miss Eliza Cannell, Indianapolis. Several others who wield flexile pens have promised, on conditions namely, that their duties will permit.

Now, kind readers, do you not think these names give pledge of "good things to come?" One word of caution at this point: Do not suppose that because of the promised aid from this large number of able contributors, that you are per consequence ruled out. Nor must you suppose that you are ruled out because you were not personally invited. No, no; you have not been invited, most

likely, because we have not met you ; or, perhaps, because we were not aware that you wielded a ready or a strong pen. Permit us, therefore, now to extend an invitation to you all, every one of our readers, to join the list of our contributors, and thus aid in placing the INDIANA SCHOOL JOURNAL, where we all hope some day to see Indiana's School System, namely, in the front ranks of the States. Give us, therefore, short, direct statements of your "experiences, experiments, &c.;" your queries, and answers to queries; educational intelligence, items, &c.; and your well-prepared and elaborate articles, if you have time for such.

Besides the procuring of varied and interesting matter for the JOURNAL, we have another object, namely, the encouragement of young teachers in writing. With a little encouragement, and a little confidence, many a teacher who writes nothing, and when solicited says "can't," might, by diligence and practice, become a ready and valuable writer.

Young friends, remember that people learn to *write* as they learn to skate or swim—by *practice*. Writing is not learned by hearing fine eulogies on writing, nor even by reading and admiring elegant compositions. In this, as in almost everything else, we learn to *do* by *doing*, and not by *theorizing* about doing. Practice rather than untrained genius must give point to your pen and wings to your thoughts. Therefore, young friends, the way is open ; *begin*.

A word more, by way of caution and conclusion. Your articles will not likely all be published. Thus you will sometimes fail to benefit others as you had hoped, but will benefit yourself. The act of composing two or three pages with care is always a positive benefit to the composer. Added to this, if your article fails to be published, you will most likely be informed by the editor wherein it is adjudged defective, thus giving you guidance, and it is hoped, encouragement for the future.

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## HOUSE OF REFUGE.

In conformity with Section II, Article 9 of the State Constitution, declaring that "the General Assembly shall provide houses of refuge for the correction and reformation of juvenile offenders," the Legislature, at its last session, passed an act providing for the establishment of a [house of refuge for juvenile offenders. In pursuance of this act a house has been erected near Plainfield, Hendricks county. This house, or rather these houses consist of three buildings 38 by 56 feet, each two stories high. There are also other needed and suitable buildings; as, shops, bake houses and milk houses, &c.

The contract cost of these buildings, as given in the report of the Board of Control, was \$28,776.00.

On the 1st day of January last, the Governor issued his proclamation announcing the Institution open for the admission of its intended inmates. The number of inmates at date, February 8, is nineteen—all boys. Ten of these were taken from the northern penitentiary, four from the Marion county jail, four from the streets of Richmond, and one from Hendricks county.

This Institution, as required by the Constitution and by the act creating it, limits its' privileges; first to the young, and second to offenders. It therefore does not admit adult offenders; nor does it admit orphans because of orphanage, nor vagrants because of vagrancy alone. On the contrary, it admits only *offending youths*,—youths who have offended against the civil laws. The act creating the Institution contains the following language touching these points:

"Any infant under the age of eighteen years who shall, under existing laws, or those hereafter enacted, be liable to confinement in any county jail, or in the penitentiary of the State, may, at the discretion of the court or jury trying the case, be placed in such Institution until of legal age, under the exclusive control and guardianship of the Commissioners of said Institution."

The object of this Institution is reformation. To this end family government will be instituted, so far as practicable. Provisions will also be made for limited intellectual culture. The twenty-seventh section of the act makes the following requirement:

"It shall be the duty of said Board of Control to provide teachers, and to instruct infants under the age of sixteen years in the principles of reading, writing and arithmetic."

Thus Indiana magnanimously adds another agency to her already-existing means of improving, saving and blessing her youth. May the workers, in all these departments, remember that "he who labors to save the youth, labors to save the State."

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## METHODS, EXPERIMENTS, PRACTICES.

### THE USE OF SIGNIFICANT TERMS.

Recently I heard fractions read "three over four," "five over eight," instead of three-fourths and five-eighths, and instantly my sense of propriety condemned it. Words are signs of ideas, and should always be so used as to present the ideas they are intended to convey clearly to the mind. This should be the case especially with

children, as in their minds the association of ideas with words is not so strong as in the minds of adults, and there is continual danger of using sound without awakening sense.

The expression referred to above calls up the form of the figures upon the slate, but it is a perception of their value which we wish in the pupil's mind, and this it utterly fails to give. The idea of three-fourths is as simple and easy of comprehension as that of three apples; and the child, if the subject be properly illustrated, takes it as readily. But I can not see any thing in favor of the expression "three over four."

With primary pupils the words add, subtract, divide and multiply, are not always as significant as they should be. Instead of using such a "*Rule*" as this: "To find the cost of a number of the same things, multiply the cost of one by the number of things," I have found it much more satisfactory and little more tedious to develop the result by reasoning: "If one cost, &c., five cost five times, &c.," thus creating an *ability* which will serve the pupil in every case, instead of giving him a rule which will suit but a few; calling for more *brain* and less *finger* work.

I remember well the old rule for solving problems in Proportion: "Write for the third term that which is of the same denomination as the answer required; consider whether the answer should be greater or less than this term; if greater, write the greater of the two remaining terms for the second, and the less for the first," &c.; "then multiply the second and third terms together, and divide the product by the first." Not a word was said by book or teacher of Ratio, Antecedent or Consequent. If we learned anything it was but a mechanical operation.

In some of our standard arithmetics some of the rules retain much of this objectionable feature. The process is set forth by a *model example*, which concludes with a rule, or rather *order*, expressing, in the fewest possible words, the course to be pursued by the pupil. For instance: In the case of Reduction of Fractions to a common denominator, he is required either to "multiply each fraction by all the denominators except its own," or "by *any number* which will make the denominators the same," paying little or no attention to the fact that the values of the fractions remain unchanged, or to the reason for the operation. Let those who have practiced this method try the following:

Required, the sum of  $\frac{2}{3}$  and  $\frac{3}{4}$

Let the pupil select the common denominator. He will soon learn to choose the least. Suppose in this case he select 15; then, instead of mechanically "multiplying by any number which will make the denominators fifteen," let him *say*: "Since there are fifteen fif-

teenths in one, there are as many fifteenths in one-third as three is contained times in fifteen, which is five, and in two-thirds there are twice as many as in one-third, or ten; hence, in two-thirds there are ten fifteenths. In one-fifth there are as many fifteenths as five is contained times in fifteen, which is three, and in three-fifths there are three times as many, or nine; hence, there are nine fifteenths in three-fifths. The sum of nine fifteenths and ten fifteenths is nineteen fifteenths, which, as there are fifteen fifteenths in one unit, are equal to as many units as fifteen is contained times in nineteen, which is one and four-fifteenths; therefore, the sum of two-thirds and three-fifths is one and four-fifteenths."

This seems a long process, but covering as it does a great many similar operations, and calling into action the mind of the pupil, I deem it "making speed slowly." The same process should be followed in reduction of denominate numbers. Instead of saying, "multiply by the number of units of the given denomination required to make one of the next higher denomination," say, "Since there are twelve ounces in one pound, there are five times as many in five pounds," &c. The same may be said of all problems involving the principles of percentage, and in fact of almost every variety of arithmetical work; so that in cultivating this practice of solving by analysis, the teacher feels that he is developing in the pupil permanent and useful ability, which will render his work lighter and more satisfactory every day. By the mechanical method, the pupil is able, by multiplying or dividing the numbers given in the example by other numbers which he is told to select from a certain table, to "get the answers" to all the examples arranged under that rule, much as the organ-grinder produces his music, and with about as much merit. In the analytical method, there is a direct exercise and consequent development of the best faculties of the mind. And when you reflect that the object of the teacher is less to communicate information, or even to elicit skill, than to develop strength, you perceive the superiority of the latter over the former method.

W. H. D.

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### EDUCATIONAL COLUMN.

D. Eckley Hunter, Superintendent of the Shelbyville Schools, is editing an interesting educational column in the Shelby county paper. Mr. H. grows a little spicy sometimes. After stating that tuition in the State University is *free to all*, and adding that Indiana furnishes not only *free* schools, but a *free* university; he then turns to our New England friends thus: "Yankees, what do you say to that? Do you *guess* you can do any better?"

## COMPARISON—PENNSYLVANIA, MINNESOTA, INDIANA.

In comparing the Superintendents Reports from Pennsylvania, and Minnesota, for 1867, with figures in the office of Public Instruction for the same year, we find the following:

1. *Per cent. of Attendance.*—The average per cent of attendance on enrollment in the schools throughout the State is,

Pennsylvania	- - - - -	62.8
Minnesota	- - - - -	64.
Indiana	- - - - -	64.

2. *Per cent. on Enumeration.*—Of all the children enumerated, of school age, the following per cent. was enrolled in the schools:

Minnesota	- - - - -	56.75
Indiana	- - - - -	70.
Pennsylvania,	not given.	

3. *Teachers' Wages.*—The monthly wages of teachers are,

Pennsylvania, Males	- - - - -	\$35.87
Females	- - - - -	27.51
Minnesota, Males	- - - - -	\$34.61
Females	- - - - -	22.28
Indiana, Males	- - - - -	\$36.80
Females	- - - - -	29.00

Modestly, this comparison does not show Indiana in a bad light. In point of wages, it is flattering. Teachers, please notice. Female teachers, notice, and see that of these three, Indiana is the *gallant* State. Appreciating the labors of her daughters, she pays them higher wages than does either of the others.

## FRANKLIN COUNTY INSTITUTE.

The Franklin County Institute gave evidence of its good sense by appointing a Committee on School-Houses. We very gravely suspect that such a committee in any county would be worth more in tangible results, than five "resolution committees." (Many people act as though they thought the millennium could be *resolved* in, or *legislated* in. We don't think so. Hence we don't think resolution committees the most valuable committees that can be appointed.) The following is a portion of the committee's report:

"We, the Committee appointed by the Teachers' Institute held at Brookville, Dec. 30, 1867 to Jan. 3, 1868, to consider the subject of School-Houses and School-Furniture, respectfully recommend that the Trustees of Towns and Townships in the County of Franklin be requested earnestly to consider the following: That many

school-houses within the County are too small for the convenient accommodation of the pupils within the district. That ventilation is too much neglected in the arrangement of school-houses. That every school-house should have attached ample play-ground planted with suitable shade trees. That many school-houses are without a bell, clock, thermometer, wood-house and out-houses, all of which are deemed important. That every school-house should have a large and well prepared blackboard and crayons, believing these to be of the utmost importance. That each school-room should be provided with one copy of Webster's Unabridged Dictionary. That too frequently many school-houses are not properly cleaned before the commencement of the term of school, or during its session, both of which are necessary to secure the comfort and promote the health of teachers and pupils. That every school-house should be swept at least twice each day, in order to promote neatness on the part of pupils, provision for which should be made by the proper school officers."

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### JEFFERSON COUNTY INSTITUTE.

From a report of the Jefferson County Institute, too long for insertion, we gather the following: Number of teachers enrolled, seventy-six. The principal instructors were, W. S. Hanna, David Jones, Miss F. Kendall, and Miss L. A. Secor. The subjects taught were the common school branches. Among the resolutions adopted was one proposing a committee on programme for next Institute, indicating branches, and the scope of subjects to be treated. There was also a resolution recommending the SCHOOL JOURNAL. Thanks to Examiner Vernon and others for a good list of subscribers from the Institute.

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### QUERIES.

1. In one of our popular grammars it is declared that the "nominative case governs the verb." Does *case* govern? \*
2. Another of our grammars gives "isle" and "mule" as diphthongs. Are these diphthongs? \*
3. A magazine for youth says, "Subscribers need not all be sent at the same time." Should *subscribers* ever be sent? X.

**MADISON COUNTY.**—A report of the proceedings of the Institute held in October is published in a neat pamphlet of fifteen pages. In this the enterprising and earnest examiner, Mr. Stone, takes time by the forelock by announcing the next Institute, and making an earnest appeal in behalf of the same. Unless we are mistaken this pre-announcement will go far toward making the next Institute one of unusual interest and profit. It is truly gratifying to note the advance in this county within the last three or four years. Leaving out of view all other evidences, save the the circulation of the JOURNAL, we find significance in this alone. Three years ago the circulation was at almost zero, and now it is 172, larger than in any other county in the State. Says Mr. Stone in a note from which we are permitted to extract: "All the school officers in our county, excepting those in two townships, are taking the JOURNAL. The number of teachers that do not take it is so inconsiderable that I may say that all the teachers of Madison county are readers of the JOURNAL."

In this connection we feel it to be an act of simple justice to tender, in this public manner, our sincere thanks to Mr. Stone for his earnest efforts to circulate the JOURNAL among the teachers and officers of his county.

**BIOGRAPHICAL.**—With this number begins our proposed series of biographical sketches of earlier and leading educators of Indiana. We already have the promise of three others, the first of which will appear either in the April or May number.

We hardly need invite attention to the interesting and instructive sketch of Prof. Larrabee, the first Superintendent of Public Instruction in Indiana. All will read it with profit, and those who know him will read it with interest; and his pupils, scattered in different parts of Indiana, will read it with emotion and affection.

Thus in our hearts we re-embalm the names and deeds of our teachers. Thus anew we walk down the picture galleries of memory, looking with moistened eyes upon the likeness of the loved and the departed.

**INSTITUTE WORK.**—We are pleased to be able to announce that Prof. Joseph Tingley, of Indiana Asbury University, is willing to spend some time in Institutes, when his services shall be needed. It is his design to give prominence to "Natural Science in the School Room." For mode of presenting this subject see his article in this number of the JOURNAL. Prof. Tingley's ability in this department is too well known to need any commendation from us Examiners, or others wishing his services, will address him to *Greencastle*.



**THE STATE UNIVERSITY.**—There are nineteen young ladies in attendance at the State University.

**RATHER FIGURATIVE.**—It is said that a member of the Chamber of Deputies in France, who was chosen for his wealth rather than for his abilities, adorned one of his speeches with the following rather figurative language: "Mr. President, I smell a rat; I see him floating in the air; but I shall nip him in the bud."

**GRAMMAR.**—A teacher writes to the office of Public Instruction to know whether "yellow," in the following sentence, is a *verb* or an *adjective*: "The vine which had leaped so vigorously from branch to branch, now *yellow* and withering, was falling to the ground."

It is hoped that this species of grammatical knowledge is not *contagious*. It is not desirable that it prevail throughout the community.

**ERRATA.**—On page 73 of last number of the JOURNAL, in announcement of Institute Agent omit the word "State" before "Examiners." On page 77, in line 11, read *special* instead of "general."

**SUPERINTENDENCY.**—As we go to press before the meeting of the Republican Convention, we cannot announce the name of the nominee for the Superintendency, as was proposed in last number.

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## FROM ABROAD.

**ALABAMA.**—The Constitution recently submitted for adoption in Alabama, makes the following provisions for popular education:

1. "The common schools, and other educational institutions in the State, shall be under the management of a Board of Education, consisting of a Superintendent of Public Instruction, and two members from each Congressional District."

2. "It shall be the duty of the Board to establish throughout the State, in each township, or other school district which it may have created, one or more schools, at which all the children of the State between the ages of five and twenty-one years may attend *free of charge*."

It is made the duty of the general assembly to provide, as soon as practicable, for the establishment of an Agricultural College.

**MICHIGAN.**—The January number of the *Michigan Teacher* is graced with a handsome steel-plate engraving of Dr. Wayland.

**BOSTON, MASSACHUSETTS.**—A petition was recently sent to the School Committee on Rules and Regulations, asking that corporal punishment be abolished. The Committee in its report to the Board recommended "the occasional and judicious use of corporal punishment in the schools," as heretofore.

**NEW YORK** pays well for lectures. A short time since Professor Agassiz delivered a series of lectures in the City of New York, under the auspices of the Association for the advancement of science, for which he was paid five hundred dollars each, or three thousand dollars for a course of six lectures.

**KANSAS.**—From the Normal School Report, of 1867, we learn that the attendance was, in Normal Department :

Females	-	-	-	-	-	-	-	75
Males	-	-	-	-	-	-	-	55
In Model Department:								
Females	-	-	-	-	-	-	-	15
Males	-	-	-	-	-	-	-	12
Total in School								<hr/> 157

This is a prosperity in accord with the energy of this young and vigorous State. This State is manifesting an educational zeal and ability which will soon place her alongside of the older States. Besides a rich soil and a mild clime, she has an earnest and progressive people, the stuff that States are made of.

**WISCONSIN AND DICTIONARIES.**—The *Springfield* (Mass.) *Republican*, under date of Feb. 8th, makes the following statement :

"A few years since the State of Wisconsin, by legislative enactment, and at the expense of the State, placed a copy of Webster's Unabridged Dictionary in each of its public schools. Nearly or quite every season since an additional supply has been voted, to furnish new schools which have come forward during the year. Our neighbors, the publishers (on this occasion Messrs. Merryman) have just forwarded two hundred and twenty-five copies as the annual supply for 1868. These young States of the West are fully abreast, if not in advance, of the older commonwealths of the East in educational matters."

In the absence of a specific act, many trustees in Indiana have procured and placed dictionaries in the school-room as a part of the necessary educational appliances.

 Book Table left out for want of room.



—+Evansville City High School.+—



# INDIANA SCHOOL JOURNAL.

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## EVANSVILLE HIGH SCHOOL HOUSE.

Through the courtesy of the School Board of Evansville, we are able to present to our readers an engraving of the proposed High School Building of that city. This building is to be completed and ready for occupancy, on or before the first of September next. The contract cost of the building is forty-five thousand dollars, (\$45,000,) one-half payable in currency, and one-half in city bonds.

If this building shall be as good as the cost and cut indicate, Evansville will lead the State in her High School House. Other cities are moving and will come up in due time.

The following description we take from the *Evansville Daily Journal*:

"We present our readers this morning, a cut of the High School House as it will appear when completed. We have examined the plans and specifications, and are confident it will be the most complete, convenient and attractive public school house in the State of Indiana, and one of the most ornamental of the public buildings of Evansville.

The outside dimensions are seventy-four feet front, fifty feet width of rear projection, and eighty-two feet entire

depth. The first story embraces a Superintendent and Teachers' room, an Apparatus and Philosophical Recitation Room, and one large school room, capable of seating one hundred pupils. There is one main front entrance, and two side or exit passages. The second story is reached by two flights of spacious and easy stairways, and embraces four school or class rooms, and one Principal's room. Connected with all the rooms are pupils' cloak-rooms, teachers' closets and other school conveniences. Two stairways ascend to the third story, which is to be used as a large public hall. The main room will be fifty by eighty feet, and connected with it are two ante-rooms, for the accommodation of classes and schools during examinations and exhibitions. A large stage, capable of seating one hundred and fifty or two hundred children, extends across one end of the hall. This large audience room will supply a great want in our public schools, and will be used for public examinations, exhibitions, lectures, and other educational and literary purposes.

The building will be of brick, with white Green River stone ornamentation; the window caps or arches, being a mixture of Green River and Buena Vista stone. The interior finish of the building will be in cherry, black walnut, and pine. The Ruttan system of ventilation, which is said to be the most complete and satisfactory yet tested, will be used. The design of the building is furnished by Garnsey & Cochrane, School Architects, Chicago, Illinois."

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**SCHOOL HOUSES.**—School houses are both the cause and effect of national growth. They cause mental development, which gives national prosperity; prosperity in turn builds school houses. May these increase in number, in eminence, in beauty, until they shall grace every hill-top and gladden every vale. They are the bulwarks of Liberty, the strongholds of Freedom; more glorious than McHenry, Sumter, or (Fortress) Monroe.

ANONYMOUS.

## SOCIAL SCIENCE.

[The following article from the *Ladies' Repository* furnishes a class of facts worthy of the careful study of all who labor for the well-being of their fellowmen. Educators being ostensibly engaged in the work of improving the condition of their fellows, will doubtless study these facts with great interest.—EDITOR.]

“We have before us reports of the recent sessions of the American and British Social Science Associations, and also some valuable papers bearing on similar questions of social interest, which are agitated in France. Two facts prominent and startling in these reports are the decadence of human life from congregation in large and crowded cities, and the decrease of population among the higher and more refined classes of society. The first we would rationally expect, as nearly all the causes of disease and death are more efficient in dense than in sparse populations, while the very concourse of human beings itself develops prolific causes of disease. But the great disproportion in the mortality of cities compared with that of the country, made evident by these statistics, shows that our cities are maintained at a more fearful cost of human life than is generally supposed.

“Of ninety-four causes of death seventy-five act with greater intensity in cities than in the country—some of them producing ninety-six per cent., or nearly double as many deaths, in the same population, in towns as in the country; while the whole number of deaths is forty per cent. in excess in the cities. So great is this disproportion that our cities would soon become depopulated if left to themselves. They live at the expense of the country. Families are exhausted and die out, and their places are filled by immigration from the rural districts. It is estimated by a French writer in 1842 that among 300,000 people then living in Paris, there were probably not 1,000 who could trace their families in that city back two hundred years; or, in other words, the 200,000 people living in Paris in the reign of Louis XIII., instead of multiply-

ing to 400,000 in two centuries, had dwindled down to 1,000. According to English statisticians 10,000 people from the country annually are necessary to keep the population of London up to its number, and it is estimated that 5,000 fresh subjects from the rural districts must flow annually into the city of New York, to supply the waste that death makes in that city in excess of the death rate in the country.

"Another striking fact is the readiness with which these thousands from the country flock into the cities to fill up these breaking ranks. This is seen from the fact that the increase of the population of cities immensely surpasses that of rural districts. This vast increase is of course not from the predominance of births over deaths, but from immigration, both foreign and domestic. Dr. Jarvis, in his valuable paper before the late social science meeting in Boston, gives the following statistics on this point:

"In twenty years in Massachusetts the cities and large towns gained 109.9 per cent., and the rural districts gained 47.6 per cent. In the United States the gain of cities was 186.5 per cent., and the rural districts 72.5 per cent. in the same period, from 1840 to 1860. The gain of the States north of Mason and Dixon's line is represented by 174.5 and 33.1 per cent. respectively, for city and country. In the southeast the figures 95.1 and 31 show the proportionate increase. The new States west of the Alleghanies, and north of the Ohio river, gained 487 and 155.3 per cent. in the same time; the Southwestern States 226.1 and 106.5. In all the above examples the larger number shows the per cent. of increase of cities containing over 10,000 people, in two decades. All the countries of Europe furnish similar statistics, and those of France are most marked. During a period of twenty-five years the towns of France increased 53 per cent., the country 3.2 per cent. Paris in thirty years gained 115.83 per cent.; all the rest of France 12.3 per cent. The population in all France is doubled in one hundred and ninety-eight years; in one hundred and seventy large towns in thirty-three years; in Paris in twenty-eight years.'



"It is remarkable with what exactness the rate of mortality is in proportion to compactness of population. In 1858 the Registrar-General of England reported that 'the people of districts, living in England wide apart, experience a low mortality, and their mortality increases in proportion as their dwellings are brought in closer proximity.' This opinion is borne out by all subsequent reports. The report for 1856 divides England into two classes, as to density of population. In the first class, where each person had an average of a quarter acre of land, the deaths were at the rate of 26.55 in 1,000 for a year; in the second class, where each person had 3.63 acres, a mortality of 20 in 1,000 was considered an over-estimate. A table condensed from one of these reports shows that the mortality steadily decreases as the population is less crowded. Thus: The average rate of mortality in fifteen districts, where each person had from .004 to .010 of an acre, was 262 to 10,000 of population. Sixty districts, where a person had one to two acres, show a rate of 214. In four districts, where there was but one person to nine or ten acres, the rate was 175. Three districts, where each person had seventeen to thirty-three acres, the rate was 160 to each 10,000 of population.

"A still more significant fact is made evident by these papers—a remarkable decrease in the rate of increase of population in certain places and classes. In France, for instance, with a climate far superior to that of England, the increase of population is but little over 4,000 per million annually, while in England it is 14,000 in 1,000,000. The rate of increase in France is but one-half that of Holland, and compares with Denmark as 4 to 11, and with Prussia as 4 to 13. For fifteen years there has been only five per cent of increase. At the beginning of the present century the average number of births in each family was four to five. In Paris it was four. Now it is only three in France and two in Paris. While the population as a whole has increased over six millions in forty years, the military reports show that there are no more young men of twenty and twenty-one suitable for conscription than there were in 1830. They complain much

of the physical degeneracy, and of the weakness, of those who present themselves at the enrollment offices. This is a darker record than can be found in any other State in Europe.

“Opinions vary as to the cause. It is evident that there are various causes. It is a subject, however, about which there is very much yet to learn. To sum the causes up under the name ‘state of society,’ is but an obscure way of stating the fact. One of the most apparent causes is what the followers of Malthus would call the repressive principle. It is the sad record of infant mortality, as shown in a pamphlet by Doctors Brochard and Monot. It is the custom in Paris for parents to send a vast number of infants into the country to be nursed, either because they cannot attend to them or because they wish to be rid of offspring. Paris sends 18,000 into the country every year. It has become a regular business. There are offices in every part of the city where contracts are made by the month or the year. The last year there have been several suits on account of abuses in this so-called business. The evils have become so great, and the neglect so manifest, that private individuals have organized a Society for the Protection of Infants, which seeks information and institutes legal proceedings against persons abusing the law. Of the 18,000 sent out every year from Paris one-sixth die. The percentage of deaths, or the ‘massacre of the innocents,’ from 1839 to 1858 was 28.91; from 1859 to 1864 it varies from 30.02 to 40.07. The districts to which these children are sent present very different statistics. ‘Some are celebrated for never rearing children.’ The rate at which infants, aged from one day to one year, die, is, in the department of the Loire Inferieur, 90.50 per cent.; Seine Inferieur, 87.36; Eure, 78.12; Calvados, 78.09; Aube, 70.27; Seine et Oise, 69.23; Cote d’Or, 66.46; Indre et Loire, 62.16; Manche, 56.66.

“There may be another cause, in the fact that 400,000 of the flower of the youth of France are shut up in camp continually, and forbidden to marry. Besides these, the only other causes we have seen mentioned are the thou-

sands who fill the monasteries and convents, besides the 'social evil.'

"It would be an outrageous slander to say that there were no homes in France, but at the same time we have the authority of one of the greatest philanthropists of the nation to the fact that 'the want of France is homes and mothers.'

"Similar facts were brought to light before the Social Science Congress at its last session in Boston, through a paper read by Dr. Allen, of Massachusetts. The statistics of Dr Allen are confined chiefly to Massachusetts, and indicate, first, a depletion of the State by the emigration of its citizens to other States, without a corresponding immigration from other States, the excess of emigration being from 4,000 to 5,000. At the same time a constant influx of foreigners are pouring into the State by immigration from abroad. This state of things, if unchanged, would of itself, before many decades, change almost wholly the character of the population. But Dr. Allen presents another alarming fact contributing to the same result. Says the Doctor; 'It is further to be observed that the proportion and numbers of births from foreign parents has been continually increasing, while those of native parents have scarcely varied. This is proved not only by the census, but by the registration report. The increase of population for twenty or twenty-five years has been mainly in the cities and large towns, and it will be found to be largely made up of the foreign element. In the smaller villages the stock is mostly American, and has hardly increased at all. In fact, a careful analysis of the census reports at different periods shows that this increase of population in the State follows almost invariably in the same line and in the same proportion as the foreign element has been introduced or increased. Examining the number of deaths we find that there are absolutely more deaths than births among the strictly American children, so that, aside from immigration and births of children of foreign parentage, the population of Massachusetts is really decreasing.'

"Another fact developed by reports is that whereas in

1765 nearly one-half the population in Massachusetts was under fifteen years of age, it is believed that at the present time not more than one-fifth of the purely American population is under that age. The number of children in an equal number of families of American and foreign birth will be nearly three times as great in the latter as in the former. The records of many towns will include six to eight generations. Examination shows that the families of the first generation had an average of eight to ten children; of the next three between seven and eight; the fifth about five; and the sixth less than three to each family. Formerly large families were common; now they are rare. In some of the old towns the records of a hundred years do not show a single married couple without children. The New York census of 1865 shows that of 993,236 married women 137,745 had no children, and 303,898 had only one or two. In the small town of Billicrica there are the records of ninety-six families of ten or more children. Five of these had fourteen, and one twenty-one. The total in the ninety families is 1,043. The birth rate shows the same fact, that the American families do not increase at all, and inspection of the registration in other States shows that the same remark applies to all. It is remarked that the decrease of children is found to prevail in country almost as much as in city, and that only about three-fifths of all that are born, including city and country, ever reach adult life. What, then, is to be the state of society in New England fifty or a hundred years hence? What is to become of the Yankee stock? Can the difference among the births of foreign and native parentage be attributed to a degeneracy in the physical condition and organization of females, or a settled determination with large numbers of the married to have no more children, or a very limited number?

“To what causes are these sad facts to be attributed? Writers upon population regard as principal causes in preventing its increase, climate, famine, pestilence, government, war, want of marriage, and prudential considerations. It is evident that neither of these agencies, except the last, can have been operating in this country

in the past. Not climate ; for it is a fault that does not apply to former generations, and is not now applicable to a part of the population ; and we have as a nation been happily spared from the other calamities that have been named.

\* \* \* "We are satisfied that a very large share of these evils are due to what is embraced in the significant phrase, 'state of society.' That state is one of predominate mental activity, the intellectual nature subordinating the animal and physical to itself. The stress of nineteenth-century civilization is on the brain and nerves, giving undue development to these at the expense of the muscular tissues, and to the enfeeblement of almost every other organ. Our national temperament is in process of rapid development and change. 'From being what philosophers call extensive, and running into physical developments, it has become intensive, and takes intellectual forms. Our great grandfathers ate and drank, laughed and grew fat ; we plan and study, labor and fret, and are nervous and thin. They took life as it came ; we are more anxious to mould it to our purpose, and make it what we think it ought to be.'

"American women enter into this intense life as earnestly as the men, and the physical effects manifest themselves in both sexes ; more perhaps in the female, because, more than the male, she has turned away from manual labor, and means of physical development. Her education in the past, too, has been fearfully at fault in throwing an immense strain upon the brain and nervous system, with an almost utter neglect of physical culture. The difficulty is not with female education, but with its misdirection. Girls are put to school too early, and in every particular their education is too stimulating, hurried and exciting. The same thing has been almost equally true with regard to our boys ; and as the result we raise generations of men and women with the brain and nervous system highly developed, but with the muscular temperament scarcely developed at all. The body as a whole is feeble throughout, and individual muscles are soft, flabby, small and weak.

"As a general rule, people highly educated, and following pursuits of whatever kind that severely tax the brain and nervous system, have a less number of children than those persons engaged in manual labor for a livelihood. Women distinguished for genius and intellectual attainments have never as a class been prolific of offspring. Is, then, the intellectual cultivation of women unnatural and abnormal? Certainly not. But such intellectual culture as sacrifices to itself all care for the physical development of the body, and such devotion to intellectual culture as excludes manual or physical labor, whether in man or woman, is abnormal, against the designs of nature, and in violation of the laws of health. The effect is seen in the intense headaches with which our women are now afflicted, the other portions of the body not being sufficiently developed to draw to them a just proportion of the circulation. Those who are thus affected are frail and weak, break down in childbirth, and are unable to nourish their offspring.

"Certain absurd fashions in dress have also contributed to this process of physical enfeeblement. Compression of the chest and of the stomach has produced indigestion, thus impairing the lymphatic system; has weakened the pulsations of the heart, thus deranging the circulation; and by pressure upon the upper part of the body has served to weaken, depress and displace certain vital organs, entailing a class of diseases on modern females but little prevalent in former generations.

"What is to be the remedy of this state of affairs? The evil is caused by neglect of physical exercise, too exclusive cultivation of the brain, and fashionable modes of life and dress. The remedy of the first is plain. The muscles of women should be educated harmoniously with the brain; the distaste for household labor in the higher circles—indeed, in all circles—should be removed; the exciting and dissipating modes of fashionable life should be supplanted by wiser and healthier entertainments; and the movement in seminaries for increased physical development should be encouraged and increased; girls should remain girls as long as possible, and should not

be transformed into miniature women in manners and dress during those years that nature intends to be devoted to the culture of both brain and muscle. To persuade women to give up fashion, and to dress according to the laws of health, is an impossible task ; but there has been some improvement in the fashions themselves of late, and we may hope for still wiser and better things in the future."

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## LAWS OF HEALTH.

*W* BY HON. JOHN YOUNG.

[Through the courtesy of the author we are permitted to extract from a proposed pamphlet publication bearing the above title. The facts here presented are worthy of reading, not only by the teacher, but by the pupils, or more conveniently, they should be read to the pupils by the teacher.

One of the felt wants of this age is health. Teachers are, therefore, solemnly bound to do what they can to preserve, yea, more, to *improve* the health of their pupils. "*A sound mind in a sound body*," should be one of the mottoes in every school house in the land.—ED.].

1st. As to the upbuilding of the body, the first law of nature evidently is, that we eat in order that we may live.

All the materials of our bodies come from our food. No bone, no flesh, no nerve can be made unless the materials proper for making it are contained in what we eat. To build a house we must have stone or brick, and lime and wood ; then we arrange these into a building. Chemistry proves that our bodies can create nothing. All is formed from elements contained in our food. You may feed a hen so that she can live ; but if lime is not in her food her eggs will be without shells, for these shells are made of lime.

If a human being was kept upon a diet that had no phosphorus in it, the mental powers would become sluggish and inactive. The brain and nerves use up phosphorus in all efforts of will and thought. Now, if the diet is changed and the person uses a liberal supply of eggs and fish, which contain a large proportion of phosphorus, the brain, consequently, will take on new power and activity.

If we feed an animal for six weeks upon sugar only, it will die. Sugar is made up of carbon, hydrogen and oxygen, three elements. These are precisely the elements that form fat in animal bodies, and that are consumed in the internal burning by which animal heat is generated. But neither man nor beast can live by fat alone. We must supply muscle and bone.

Now, the fourth element, *nitrogen*, from which flesh is formed, was wanting in the sugar. If some article containing nitrogen, such as flesh, wheat flour, or even tea, had been supplied, the animal fed upon sugar would have lived, because its muscular fibers would have been nourished.

Acting on these now simple and well known truths as to the chemical nature of food, a medical man in Liverpool professionally directs how fat people shall become lean, and how lean people may become fat by regulating their food.

To reduce fat, he interdicts the use of sugar, starch, bread, potatoes and milk, and keeps the patient living mainly upon lean meat. Thus fat can not be formed, for its materials are wanting.

Two articles of food exist in use among us which contain all the elements of the human body in exactly the proportions required. I mean milk and wheat. Remember I have said wheat, rather than flour, for when flour is made very white and fine by sifting and grinding, much valuable material, such as phosphorus, silica and nitrogen, is carried away in the middlings and lost to human support. You now see why nature has given milk as the food of infants, and wheat as the great staff of life in all countries.



Looked at in this way, the wants of the human body are numerous, and considerable variety and as wide a range of food as possible should be used, lest that some necessary ingredient might be wanting. Fat is formed from sugar or starch. Bone requires lime for its formation. Iron is found in the blood, and when weakness and paleness indicate its want, iron may be rightfully given as medicine, but the materials of our food usually furnish it in sufficient quantity. Then the gastric juice of the stomach is largely obtained from common salt, without which, or its equivalent, no animal can thrive. In England and Ireland the cattle are not salted, for the grass receives salt moisture from the ocean; but in our Western States, lying 1,000 miles from the ocean, the grass has no salt moisture deposited, consequently cattle must receive salt every week, or they can not be preserved in health. Without salt the gastric juice could not be supplied, and digestion would cease.

The usual bill of fare of the more prosperous people in this country is wide enough in range. Bread, flesh, eggs, milk, cheese, butter, sugar, tea and coffee, contain all the elements, in excellent proportion, necessary for human nutrition. When, however, through poverty, our diet becomes limited to potatoes mainly, or to potatoes and oat meal, it cannot be supposed that this is sufficient to maintain a good state of health.

Ignorance and carelessness frequently prevents us from enjoying much that nature has placed within our reach. There are few persons whose time is so fully employed or their means so limited that they could not raise garden vegetables enough to supply their table during nine months of the year. A regular and full supply of fresh vegetables is well adapted to remove disease and give renewed health. You may prove this by noticing the weak and crippled state of cattle long confined to dry food, and the wonderful improvement of these when they enjoy the fresh juices and plants of spring.

For purifying the blood in man or beast all that is necessary is to make fruit and vegetables a large portion of the food. The cabbage, a cheap and plentiful vege-

table, contains a large proportion of nitrogen, hence is of inestimable value as human food, and certainly should be much more extensively used on our tables than it is at present. The leaves of cabbage send forth a strong odor, in their decay. This is the product of their nitrogen transformed into ammonia. They thus assimilate very closely to animal food in their possession of that nitrogen, which is the most valuable element of human nutrition.

During the cold weather of winter we should use a large proportion of animal food, as butter, eggs and fat meats; for this kind of diet keeps up the animal heat. But in the warm weather of summer little flesh should be used, while vegetables and ripe fruits should load our tables. Nature furnishes us the acid juices of fruits specially to cool the heated blood and purify the body during the summer and autumn; consequently one of the first things that should engage the attention in arranging a home is the planting of fruit trees.

2d. Our second rule is that food should be well masticated, to avoid disease. The teeth were not formed in vain. They meet the food at its entrance, and nature intended that they shall thoroughly reduce it to atoms. In the process of digestion saliva and a lubricating oil are furnished by the parotid and sub-lingual glands to moisten the food and enable it to glide easily down its passage. The object of this grinding by the teeth was to enable the gastric juice of the stomach to mingle with and act as a solvent upon every part of the food. If sulphuric acid is poured upon a piece of marble it acts chemically upon the outside of the piece, but in failing to reach the heart of the solid it is unable to dissolve it. If, now, we crush the marble to powder, or very small pieces, the acid, by reaching every part, is enabled soon to dissolve it all and change it into sulphate of lime. Now the gastric juice is an acid poured out from the coats of the stomach after the food is eaten; but if it finds that food still solid, it is unable to perform its duty in dissolving it, and acrid materials are allowed to pass

on, carrying disease through the body. If bread be not properly raised in baking, it is clammy and indigestible.

A muscular contraction of the stomach causes the food to move about, in order that every particle may be mingled with gastric juice, and the whole changed into a half fluid mass.

From a survey of these natural processes the causes of dyspepsia become obvious. Too much food is often taken. Then the action of these organs is obstructed by being called on to do more duty than they are fitted for. Or at other times large, unbolted masses of food are taken, and as the teeth have failed to perform their duty, the stomach is again put upon double labor and its powers injured. When pork and the animal fats that were needful in winter are used in equal abundance during summer. By this the liver becomes engorged with fatty matter, and the bile, instead of mixing with the chyle, is turned into the stomach, causing sick headache, or it passes through the body, giving the skin a sickly hue.

The body, in all its parts, is to be nourished by the stomach. If the work, then, is improperly performed there, all the organs will suffer from want of nutriment.

The chyle, into which the food is made, gives off its bland and nourishing materials to the blood, which, by its circulation through the body, builds up matter on every part. The materials of bone, of flesh, of fat, of nerve, and even of our very hairs, are derived from the blood. Quacks are continually advising you to take their drastic medicines. This is unnecessary, if we select healthful food; if we use it in only proper quantity, and give the stomach time to perform its work in digesting one meal before another is taken. In such case the blood will be pure and healthful, and bleeding, and pills, and potions will be unnecessary and mischievous.

## CON AMORE.

Were I to hear a mechanic doing his best to set forth the disadvantages of his trade, and exerting himself to place them in their worst light, I should feel justified in concluding him to be a bad workman. My patronage should go to one who would give the trade a better name.

It is almost impossible to become proficient in any trade or art without a feeling of affection for the work, and the more difficult the art, the greater the need of devotion to it.

It is proverbial among painters that their art is a jealous mistress, one that can tolerate no rival. Sir Joshua Reynolds thought no one could succeed as a painter if encumbered with the ordinary cares of a family. If the orator be made, as the proverb has it, be sure that he is not made of one who loves not oratory. The wonderful facility and skill of the masters of fiction may be explained by their singular devotion to that pursuit.

When of old the choicest of Grecian youth prepared to contest the prizes of superior strength and skill before the eyes of assembled Greece, they laid aside every encumbering weight, and care and devoting themselves entirely to the object, struggled for the victory with starting eyes and writhing limbs, their hearts aflame with fierce, terrible zeal. Without this love, this devotion, victorious over sloth and apathy, there can be no real success in any calling in life.

Chemists tell us that of the seven colors of light, there is but one which is essential to the germination of seeds. Thus the human heart, which glows with various fires, can produce little that is good, save that which is kindled at the altar of love. Take for example an ordinary trade. If the mason seek not with care and skill, inspired by a love of his work, to choose and fit the right stone in the right place, he will never master his trade. Wages will be low, work scarce; the man unhappy, morose, fretful, complaining. He will most likely neglect his duties as a father and as a citizen, and to him dissipation and dis-

honor will present peculiar temptations. He is a slave, compelled by his circumstances to perform hateful tasks. This man will give his trade and his neighbors a bad name.

If, on the other hand, he attain this skill, you will find him cheerful and happy; he glories in his work; few, if any, can lay as much or as strong wall as he. You will likely find him a good father, and a sober, useful citizen. He is a freeman. It is his choice to be a mason. The seven o'clock bell summons him to a task in which he is sure to succeed. If you talk with him on masonry, he will give the trade a good name; quite likely he will think the true mason the greatest character in the world, and himself the best of the craft.

We do not give bad names to things we love, but as a rule we dislike and malign pursuits in which we do not succeed. I have been sorry to notice among teachers a chronic habit of complaining. Every subject connected with schools furnishes material for a chapter in their book of lamentations. The children are miracles of stupidity and monsters of wickedness. The parents do not appreciate their labors. Society is in a general conspiracy against the school master. Like Mrs. Gummidge, who was fond of enunciating the fact that she was "a lone, lorn creeter," those weeping philosophers are ready to pour their plaint into the ears of every listener. The monetary and social aspects of the situation are found to be peculiarly distressing. The "profession" enjoys but a low degree of public esteem. He thinks his position should entitle him to great respect and consideration. Society seems to take another view, and treats him just as it does any other man. This certainly is bad enough, but is by no means the worst of it; for his wages are shamefully low. The barber, the mechanic, and often the day laborer, earn more than he. He looks upon himself as an injured man, and has half a mind to set up for a martyr,—legitimate successor of those who wandered about in sheepskins and goatskins, of whom the world was not worthy. The real trouble with these people is that they have no pleasure in their calling.

Now, let us consider the other circumstances of this case. The art of communicating knowledge, and training and strengthening the mind, must be considered a pre-eminently difficult art. It must be based upon the science of mind; the teacher must know the laws of mental development, else he cannot successfully practice the art. Some arts may be practiced *empirically*, that is, without a knowledge of principles. Thus, good bread may be made without a knowledge of chemistry, and the art of agriculture may be successfully practiced by one ignorant of vegetable physiology. Not so, however, with the art of teaching. So various and often, so abnormal are the mental states of our pupils, that any empirical practice of the art of teaching is out of the question. The teacher must be philosopher or nothing. Not only this but very considerable attainments in learning are requisite to success.

These complainers are found among those who are unqualified for their business. They will usually be found totally ignorant of the theory of teaching, and greatly lacking in literary qualifications and practical skill. If such cannot learn to love their business, and to increase their measure of usefulness, it were better for themselves, for their schools, and for the "profession," that they should seek another and more congenial pursuit.

No mere perfunctory performance of the teacher's duties is useful to the pupil or honorable to the teacher. Our work must be done *for love*.

W. WATKINS.

*Marion, Ohio.*

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EXCELLENCIES.—There is nothing purer than honesty, nothing sweeter than charity, nothing stronger than love, nothing brighter than virtue, nothing more steadfast than faith. These united in one character form the purest, sweetest, richest, holiest and most enduring happiness.

## THE STEREOSCOPE IN THE SCHOOL-ROOM.

I have lately taken charge of a new high school where I have been permitted to carry out, in its furnishing, my own ideas of what is really needed to make the school a success. Whether my ideas are correct or not remains to be seen. Our Board of Education had faith enough in me to try my plan. Although their school-building cost a large sum of money, they have not been afraid to furnish the inside of the house, and have recognized that apparatus and library are most easily procured at the outset.

Among our means of study are nearly two hundred stereoscopic views. They are designed principally to teach geography and history. They illustrate the scenery of different countries, the architecture, the dress, the productions and the art of several nations. They are from Egypt, from China, from Japan, from Cuba, from Ecuador, as well as from the great cities of the world. There are many pupils on our flat prairies who have never seen a mountain or a river, or even a rock, and they can see in our collection of views the Yo-Semite valley with its giant precipices and its misty waterfall, the Cataract of Niagara, and the valley of Lauterbrannen, with the bridal veil of the Staubbach streaming from the lofty cliff. They have never seen a ship, but they can see in our school-room the gigantic Great Eastern looming up among a shoal of smaller crafts. Our lesson is on Cuba, and we have the Moro Castle, the Plaza of Havana, a grove of palm-trees, and the interior of a sugar-house. A volcano is our subject, and we have a view of the cone of Cotopaxi rising high above vast Andean valleys. Our history-lesson yesterday mentioned the Druid temples, and we have stone-hedge pictures for them with daisies growing among the giant stones. We are reading 'Edinburgh after Flodden,' and the quaint streets of 'auld Reekie' are before us, with the old castle towering over all. London, Paris, Rome, Venice, Egypt, Palestine, New York, Washington, all are made to furnish us something to teach the mind through the eye. The historic fields of

the rebellion are not forgotten. With these to aid the eye and chain the attention, with a Universal Atlas and a Gazetteer, with Guyot's largest physical maps, with Bradshaw's Railway Guide for England, and Harper's Hand-Book for Travelers in Europe and the East, we propose to take our students in geography on some delightful journeys, and it may not be too sanguine to believe that a child may be made thus to know more of the real life of foreign or of distant lands than is often known by the hasty or careless traveler who visits them.

H. L. B.—

*In "Illinois Teacher."*

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VALUE OF LANGUAGE.—The gift of reason to the human race derives its great value from the gift of speech. Each is a complement of the other. Each would be nearly valueless without the other. Just conceive for a moment of a soul swelling with large thoughts and strong emotions in the body of a man without the gift of utterance. Such a soul, thus confined within walls of flesh, struggling in vain to come forth into communication with others, must, to a large extent, be isolated from human kind. In native intellect he may be angel-bright, in affections angel-lovely, but the workings of that intellect and those affections must be the workings of one in solitary confinement; and the consciousness of this impotence must be as is the ineffectual struggle to speak when the nightmare sits brooding on the sleeper. A single instance, however, furnishes but a faint illustration of what would be the wretched condition of the human family if they were all so many mutes. *Mutum et turpe pecus* would they be. Being mute, they would, of course, be degraded.—*Prof. Fowler's English Grammar.*



## SCHOOL OFFICERS' DEPARTMENT.

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### DEAFENING FLOORS.

We find, in conferring with our Trustees, that there is great neglect and some want of information in the matter of Deafening Floors. This being true, and it being further true, that many School Houses will be built this summer, we have thought it well to say a few words concerning the process, cost, and desirableness of deafening.

#### I. PROCESS.

This deafening is effected by the following process :

1. Nail narrow strips along the sides of the joists, the upper edge of which strips shall be within two or two and a half inches of the top of the joist. (This is technically called furring.)

2. Take rough boards, ranging from three-fourths of an inch to one inch in thickness, and saw them to proper lengths to drop between the joists, the ends resting on the strips above named. Thus will be laid a rough floor, whose upper surface will be one inch or one and a half inches below the tops of the joists.

3. Prepare a mixture of mortar and coarse sand, whose quantities may be in the ratio of about 1 and 5. A greater per cent. of mortar will add to the expense, without adding much, if any, to the utility. After the mixture has thus been prepared, fill the spaces between the joists to an exact line with the top of the joists. After this has dried to the extent required of wall plastering, before admitting door and window casing, the floor should be laid. It is the design that the lower surface of the floor shall, at every point, be brought close in contact with this mortar or mixture. If, however, there shall be small depressions or cavities in the mortar, these should be filled with fine sand. Indeed, the sprinkling on of a thin coat of fine sand, though not usually done, would add to the completeness of the work.

#### II. COST.

The cost of this deafening is slight. The deafening mixture and work of spreading will range from about 12 to 15 cents per square

yard. A plasterer says it will not exceed 15 cents at Indianapolis prices. Any trustee can easily determine the cost of lumber.

### III. DESIRABLENESS.

The desirableness of this deafening, is intensely, and sometimes painfully apparent, to any one who has taught on the first floor, with a room full of heavy-booted boys on the floor overhead. Every teacher who has thus taught, remembers well the deafening roar, (another sense of deafening), that was heard every time the classes in the upper room changed places. The necessity, therefore, of deafening the upper floors, is apparent and urgent. The necessity of deafening the lower floors is not so great, yet we would say it should never be omitted, in a tight house, containing as many as two or three rooms.

In view, therefore, of the above facts, the deafening of school house floors, is recommended to the careful and favorable consideration of School Trustees.

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### PAY OF TEACHERS.

QUESTION.—Should teachers be required by school trustees to go four or five times for their pay before they can get it?

TEACHER.

ANSWER.—The trustee has no legal or moral right to put teachers to unnecessary trouble in getting their pay. If the teacher has fulfilled the conditions of the contract and the law, the trustee is legally bound to pay, in accordance with the conditions of such contract. And on failure so to pay, the teacher may proceed to collect by law. It is hoped that trustees do not fail to remember that a teacher's *time* is his capital.

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### TAXES FOR TUITION.

Trustees will not fail to remember and use, where needed, the act authorizing local taxation for purposes of tuition. See this act on page 59 of School Law.

Several corporations taxed under the provisions of this act last year, doubtless many more will so do this year.

## EDITORIAL—MISCELLANY.

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### ILLINOIS NORMAL UNIVERSITY, AND RUTTAN'S VENTILATION AND WARMING.

For the purpose of learning what we might about the Normal University, of Illinois, and about the Ruttan system of ventilation and warming, we spent the first week of March in inspecting the above named institution and system. Our visit having as its direct object the acquisition of knowledge for use in Indiana schools, we know of no better way to present this knowledge than through the JOURNAL.

#### I. UNIVERSITY.

The University is located in the town of Normal, two miles north of Bloomington, the county seat of McLean county. The building is one hundred and sixty feet in length, one hundred in width; is four stories high, including the basement, contains thirty-two rooms, exclusive of halls, and cost one hundred and eighty-two thousand dollars. (The length is thirty feet less, and the width fourteen less than the Indiana Normal). The lower story is used for furnace, gymnasium, laboratory, office of Board, &c. The second and third stories are used for the daily exercises of the schools. The fourth story is used for a lecture hall, museum, library, and society halls.

The warming is done by steam. This process, by no means the best, accomplishes the work fairly, but by no means *quietly*. There is a constant cracking and snapping in the pipes, louder and more frequent, we suppose, than "spirit rappings."

The ventilation is, *de facto*, a failure. This is not Ruttan's system. It is the old system of registers in the wall; one above and one below.

Passing from the building to the scholastic feature of the University, we note the following:

1. *Basis of Organization*.—The schools are organized under two departments: 1st, Normal Department Proper; 2d, Model and Training schools. This latter is divided into the following grades:

primary, intermediate, grammar and high. The Normal Department has for its special object the preparation of its pupils for teaching. The Model Department has as its object the impartation of knowledge, and in the best practicable manner, thus presenting model methods of instruction. In these various grades the normal pupils teach, and always under the direction, and sometimes under the supervision of the principal of the department. Each normal pupil must thus teach one hour each day for four terms, one academic year and one-third, before he can graduate in the Normal Department. At present there are fifty-three pupils thus employed in teaching. This is, perhaps, the most valuable part of their whole course in the University. All the teaching is subject to suggestion, criticism, and correction, whether it be the calling of a class, or the parsing of a sentence in English, or the translation of a sentence in Latin. Thus the pupils are *trained* into *teachers*, not *lectured* into *theorists*. A model training school is indispensable to the highest efficiency of a normal school. In this particular this institution, also several others in the West, are in advance of most of the schools in the East. The number of teachers in the Normal Department is six; in the Model six, besides the fifty-three pupil teachers named above. The number of pupils in the Normal Department is three hundred, in the Model about five hundred. The Normal pupils, also those of the high school, and grammar school are mostly from a distance; whilst those in the two lower grades are chiefly from Bloomington and Normal village. The village or town school is placed under the charge of the University, hence, practically, becomes an integral part of the school, consequently was included in the above enumeration.

Of the students it is just to state that we have never seen a body of pupils so unremittingly and in some cases so severely diligent. If there is a fault at all in this particular, it is the fault of overwork. Of the teachers, it may be said, they all seemed able, each being eminent in his or her own department. Of the President, Prof. Richard Edwards, we believe it safe to say what has before been said. he stands in the front ranks of American educators.

To descend to details on methods of instruction would lengthen this article beyond just limits. We may, however, in more general terms, state that object lessons occupy but a subordinate position. The object lesson method is recognized and applied wherever practicable.

Much of the primary teaching is done orally. Especially is this the case in geography, one entire year being spent without books. This year's work is largely map drawing. The map being first of the school-room and grounds, then of the town, then of the township,

and last of the county and state—geography, like charity, beginning at home. In the advanced classes in geography, a very considerable amount of history is added, the material being obtained chiefly from Lippincott's Gazetteer.

Though we gathered many other facts, our space and your patience will not permit their presentation now. We close this branch of our article with a miscellaneous statement or two.

1. There is great demand in Illinois, as in other states, for teachers who have had normal training. This appreciation on the part of the public gives teachers encouragement to try to obtain normal instruction. Normally trained teachers, other things equal, will always have the preference in an intelligent community.

2. Books and tuition are furnished pupils, resident in Illinois, free. We are not informed whether tuition is free to those coming from other states.

3. And, lastly, we were greatly pleased to meet several students from Indiana. This indicates first, that some of our teachers are possessed of a normal spirit even in advance of our home accommodations; second, this fact indicates decided and praiseworthy energy on the part of these students. This energy is another element of evidence that when they shall have completed their course they will be found worthy as teachers. That our people may know who these earnest youths are we present their names, which are as follows: William Russell, Webster, Wayne county; Cornelia Valentine, Elmer Valentine, Lydia A. Burson, Jemima Burson, all of Richmond, Wayne county; Melinda Embree, Westfield, Hamilton county; S. Heinshaw and Susan Bond, Winchester, Randolph county. When these shall return, qualified, as they should be, we hope they will be promptly awarded the places their merits deserve.

## II. RUTTAN'S SYSTEM OF VENTILATING AND WARMING.

First, by way of history, Mr. Henry Ruttan, the author of this system, is a Canadian, residing in Coburg, on the western shore of Lake Ontario. He has been investigating the subject of ventilation for several years, and has, it is said, spent several thousand dollars in experimenting. He took out his first patent some years since, but not being satisfied, he did little or nothing with it, but continuing to improve the system, he has within a recent period placed his system prominently before the public.

Messrs. W. A. Pennell & Co., of Normal, Illinois, are his general agents for the United States. Two members of the company, Pennell and Hawley, have residences warmed and ventilated in accordance with this system. A church and schoolhouse in the town of

Normal are also warmed and ventilated in the same manner. All of these we inspected as fully and as thoroughly as a day and a part of two nights would allow. So far as we have discovered the two central and essential conditions of the system, are 1st, *admission of warm air at top*; 2d, *displacement or expulsion of cool air at bottom, of the room*. This air is warmed by a furnace, in the cellar, and carried up through registers, and admitted into the rooms through transoms over the doors, or through other suitable openings at the top of the room. This warm air, subject to the well known laws of atmosphere, diffuses itself over the upper part of the room, and as it commences cooling it commences decending. This brings us to the provisions for the escape or egress of the atmosphere. These provisions are briefly as follows: The base-board is a perforated metallic base, hollowed so as to leave a space of one or one and a half inches between the board and the wall. A space of nearly the same width is left between the floor and the wall. The lathing is put on "furred" joists, thus leaving space for a free circulation of air between the joists and plastering. This provision is made under each floor, whether it be the first, second, third or fourth.

As the movement of the escaping air is downward while in the building, openings, similar to those named above, are made between the plastering and the wall, for its descent from one room to another. The space between the lower floor and the plastering of same connects with certain gathering ducts which opens into the air-shaft or flue, which air-shaft opens out above the top of the house.

Such is briefly but substantially a statement of the appliances necessary to this system of ventilation. Though on paper this may appear complex and expensive, it is neither. It is simple and cheap.

While warming of some kind enters as a part of this system, it is not necessary to our present purpose to enter into a description of the Ruttan furnace. Nor is it necessary to affirm or deny concerning the seperableness or inseperableness of Ruttan's system of warming from Ruttan's system of ventilation. A heater of some kind being assumed, we proceed to trace the air path from the admission into the house to its exit out of the house. For our present purpose our heater is a furnace, consequently, is located in the cellar.

1. A large fresh air duct is opened from the outside wall of the house, passing under the lower floor, and terminating in the air-chamber of the furnace.

2. The air, being warmed, passes upward through ordinary floor registers, or through pipes or ducts. In either case the air rises to the desired point of distribution into the rooms. If it pass through a floor register, it is transmitted to the rooms through a transom or

other suitable opening at top of room. If carried up in pipes, it may be poured in at the top of room from mouth of the pipe.

3. Thence, as above indicated, it descends to floor, passes through the perforated base-board, down the side of the wall to the plastering, then horizontally until it reaches the descending shaft or opening, and then downward until it reaches the space between the lower floor and the plastering under the lowest joists, whence it moves horizontally until it enters the upright air-shaft, through which it ascends into open space above the top of the house.

Such is a brief statement of the *modus operandi* of this system. Whilst we have made this matter as clear as we can on paper, it will not impress the reader as it does the seer, (the one who sees.) In order to greater clearness, we shall endeavor to obtain and present in a future issue, a cut representing the transverse section of a house, showing the air passages, from the fresh air duct in the cellar to the opening of the foul air-shaft above the roof.

We have other detailed facts in abundance, but to avoid undue length most of these must be omitted for the present. We add, however, a few :

1. *Uniformity of Temperature.*—A room, warmed and ventilated by this system, shows a difference of temperature at ceiling and floor of only about five degrees. Rooms heated by the stove or ordinary furnace show a difference ranging from seven to fifteen degrees, according to height of ceiling and degree of cold.

2. *Change of Air.*—It is claimed that the entire volume of air in any given room may be changed, i. e., carried off in twenty-five minutes. One of the evidences that this is done in some rooms, is found in the following fact, namely: After filling the room to blackness with tobacco smoke, then withdrawing for twenty-five minutes, and returning, the presence of this smoke cannot be detected by either eye or nose. This experiment has been repeated and re-repeated, and testified to by gentlemen of intelligence and veracity. This is an evidence of,

3. *Thoroughness of Ventilation.*—Added to the above is the testimony of house-wives. They say the fumes from the kitchen do not lodge in other parts of the house, advertising every caller for the next six hours, of certain articles of diet. Who fails to remember that on certain occasions when ushered into the parlor at any hour from 1, p. m., to 6, p. m., that the "silent voices" of air said, "*codfish*," "*cabbage*," "*onions*," *etcetera*, for dinner to-day? Now if these voices never testify to the presence of this odor, in the houses ventilated by Ruttan's system, therein is strong if not demonstrative proof of the thoroughness of this ventilation. The testimony is the same in crowded school-rooms—there being none

of that confined and fetid smell so common to the unventilated rooms. The same testimony is given with reference to the church. Indeed, this evidence is varied and cumulative, but we pass for the present.

4. *Cost for Right of Use.*—Any one wishing to use this method must, of course, purchase the right of use. The cost of this right varies from one and one-fourth to two per cent. on cost of building; the per cent. being lightest on buildings of lightest cost.

5. *Economy in Fuel.*—J. A. Sewall, the Professor of Natural Sciences, in the Normal University, made a test of the economy in fuel for one day. He compared the University warmed by steam, and the school-house warmed and ventilated by the Ruttan system. The amount of air to warm was, in the school-house, 144,000 cubic feet; in the University, 450,000. The fuel used was, in the school-house, 800 pounds of coal and 60 pounds of wood; in the University, 7,000 of coal. The average height of the thermometer was, in school-house, 69 degrees, in the University, 67 degrees. This shows a space a little rising three fold, and fuel a little rising eight fold. Stated otherwise, the same space under the old method required about two and a half times as much fuel as the new. This is one fact in the tentative process under the law of induction, and when it shall be corroborated by a sufficient number of other facts, we have our law or rule. Without giving details we may state that other parties gave statements of similar results in their experiences. On this point we have no other evidence than testimony.

6. *Favorable Testimony.*—We found testimony in behalf of this system in abundance. We insert a few statements from printed circulars. Says the School Board of Bloomington, (one of whose houses is warmed and ventilated in accordance with this system,) "Our new school-house, accommodating six hundred pupils, is now in full operation, and the ventilation is perfect, while the warming process is all that can be desired." Says the Faculty of the University, in a card to the agents: "We are convinced that it [this system] is more perfect than anything of the kind extant, and, indeed, we believe your system of ventilation the *only perfect* one ever yet discovered, and we earnestly recommend it to the attention of all, and especially to those who have charge of the building of school-houses, churches, and other public buildings." This card is signed by the entire Faculty of the Normal, also by a couple of ministers, and by two or three physicians. Similar testimony could be added from Michigan, but the above is sufficient for present purposes.

7. *Agency.*—Desirous of making this system of immediate practical advantage to our school Trustees and others, we solicited the



location of an agency in Indianapolis. Consequent upon this, Mr. B. V. Enos, builder, is now making arrangements to open an agency at this place. Mr. Enos will, therefore, answer calls concerning this matter, whether in way of explanation, or whether in way of superintending the work of putting into buildings. Having known Mr. Enos for fifteen years, we can assure all, of his capability and integrity.

8. *Information.*—Mr. Rutan has published a book setting forth his system and the principles underlying it. These books are kept by S. C. Griggs & Co., Chicago. We are not informed whether they are kept by any other houses in the United States, save by the publishers, Putnam & Co., New York. Per courtesy of agents, we obtained eighty or a hundred small pamphlets, giving some facts relative to the system. One of these will be sent to any person sending postage stamp.

9. *Conclusion.*—We hope no Trustee or Board will proceed with a house of any considerable size, without investigating this system. If it be not all that is claimed for it, it is, without doubt, far in advance of any system heretofore in use. Giving no opinion now about the principles that underlie this system, or about remote and ulterior inconveniences, or evils that may attach or that may be developed, we are prepared to say that in the houses we examined it *does the work proposed*. If the results are *right*, the principles can hardly be *wrong*.

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## GOOD OPINIONS CONCERNING THE JOURNAL.

It has become the custom of papers and journals of all descriptions to publish from time to time a greater or less number of the good opinions concerning themselves. Feeling some delicacy in presenting statements relating so nearly to self, we should decline to present such were it not that the inference might fairly lie, that no "good opinions" had been uttered concerning our journal. From numerous opinions of the kind in our possession we select the following:

The *Western Christian Advocate*, Cincinnati, noticing the recent transfer of the publishing department says: "The JOURNAL, always good, will be rendered in the new hands still more attractive."

The *Brooklyn Union*, New York, says: "The INDIANA SCHOOL JOURNAL is a live journal. Spice and ability characterize its articles. The best educational writers of the state, and there are none

better anywhere, are among its contributors, also a goodly number of distinguished educators of other states."

Says the *Fort Wayne Daily Gazette*: "We are glad to notice that the JOURNAL keeps pace with the general progress of our state. The February number will compare favorably with any educational monthly that comes to our table."

Says the *Indianapolis Daily Herald*: "This periodical should be in the hands of every teacher in the State."

Says the *Cincinnati Journal of Commerce*: "This is a very ably conducted school journal."

In addition to the above we are permitted to extract from the written opinions of some of our co-laborers:

Examiner Stone, of Madison county says: "In retrospecting the last almost four years in the service of school examiner of Madison county, I can but review the causes of the contrast between our present educational condition, and that of four years ago. Among the most prominent of these causes, justice demands that I place the SCHOOL JOURNAL with its beneficial influence upon our school officers and teachers."

Says Hamilton S. McRae, Superintendent of the schools of Muncie, Delaware county: "No teacher worthy of so general a title can afford to do without a SCHOOL JOURNAL. For Indiana teachers, their own journal is the best."

Says W. H. DeMotte, President of Indiana Female College: "The JOURNAL comes with manifest improvement. The numbers of the current year give strong pledge of increased usefulness. We not only commend the JOURNAL, but we hold it as an essential in the professional well-doing and well-being of every teacher in Indiana."

President Benton, of the N. W. C. University, after alluding to the teacher's wants in professional reading, says: "These wants the JOURNAL meets in a degree equal to any journal of other states,"

Says Dr. Nutt, President of the State University: "The INDIANA SCHOOL JOURNAL is an able educational monthly. It has done much for the cause of education in Indiana, and is indispensable to every teacher who desires to excel in his profession."

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THE POCKET.—From Prof. O. H. Smith, of Rockport Collegiate Institute, we learn that Cannelton is to build a school house this summer, costing \$14,000. Thus another school house is to be "stuck into the pocket."

## THE SUPERINTENDENCY.

It is with real pleasure that we announce the nomination to the Superintendency of that able and experienced educator, Prof. Barnabas C. Hobbs. So well known is Prof. Hobbs to the teachers of the State that lengthened statements concerning him are unnecessary. A few facts may, however, be appropriate.

Prof. H. is in every sense an Indianaian, "being native to the manor born." He has been an educator all his life; was Superintendent of Earlham College several years ago; subsequently President of Bloomingdale Academy, the Friends' school in Parke county; since the fall of 1866 has been President of Earlham College; has been an active member and an efficient worker in the State Teachers' Association since its organization in 1854. Added to all this, Prof. Hobbs has a life record of incorruptible integrity.

In our February issue we gave such facts as we could command concerning Mr. Phillipps, the other nominee, and would have been pleased to give a fuller statement had we had the data. We may here add a fact since given us, namely, that where he has taught, he has the reputation of being scholarly.

The names, postal address, and fields of educational labor of the two nominees for the Superintendency of Public Instruction, are, (Republican,) Barnabas C. Hobbs, President of Earlham College, Richmond, Wayne county. (Democrat,) Rev. John R. Phillipps, Phillipps, Principal of the Washington Public schools, Daviess Co.

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## METHODS, EXPERIMENTS, PRACTICES.

### ORTHOGRAPHY.

The best method of teaching the art of spelling is that which enables pupils to write and pronounce correctly the words of our language. My experience and observation have proved to my satisfaction that the old-fashioned or spelling-book method is not the best. I have seen pupils who could stand in a class or at a spelling-school, and spell every word in the spelling-book; but give them a pen, ink and paper, and require them to write the words, and they would misspell many, and if the words be those not found in the spelling-book, their spelling was miserable. How shall we obviate this? I speak with reference to pupils in the Senior Department of our schools. At the beginning of my first term this year, I had an exercise in composition to test the advancement of my pupils in orthography. In forty compositions eighty-five words were misspelled.

After three months experience, I reduced the number of misspelled words to fourteen. To effect this result, I proceeded as follows :

1. I used no spelling-book, so called, but placed each misspelled word on the blackboard, and had every pupil write it correctly on slate.

2. Pronounced ten words from the reading lesson each day, not permitting a pupil to pronounce a syllable while spelling. Pupils required to pronounce the word, after hearing it pronounced, also pronouncing it when read by letters, not syllables. The reason for this is, that when we write we do not stop to pronounce the syllables as we write the words. That is the reason why so many good oral spellers fail when they come to write the words—their manner of spelling orally is not in accordance with the manner of spelling when writing. The mental habits of hesitating when spelling is cultivated by the habit of stopping to pronounce syllables, and that habit is a bad one, and causes many misspelled words in writing.

MUNCIE, Feb, 20, 1868.

C. C. WALDO.

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### AN ARGUMENT IN FAVOR OF PRAYER.

*"The effectual, fervent, prayer of the righteous man availeth much."*

Jacob prays—the angel is conquered; Esau's revenge is turned to fraternal love.

Joseph prays—he is delivered from the prison of Egypt.

Moses prays—Amalek is discomfited; Israel triumphs.

Joshua prays—the sun stands still; victory is gained.

David prays—Ahithopel goes out and hangs himself.

Asa prays—Israel gains a glorious victory.

Elijah prays—the little cloud appears; the rain descends upon the earth; fire descends and consumes the sacrifice.

Elisha prays—the waters of the Jordan are divided; a child is restored to life.

Isaiah prays—one hundred and eighty-four thousand Assyrians are dead.

Hezekiah prays—the sun dial is turned back; his life is prolonged.

Mordecai prays—Haman is hanged; Israel is free.

Nehemiah prays—the King's heart is softened.

Jesus prays—and Lazarus comes forth from the grave.

The above, we copy, with slight modifications, from an exchange. It will be an admirable morning lesson, to be read before the school.

## RELIGION IN COLLEGES.

A circular sent by Andover Theological Seminary, the Colleges of New England and Middle States, containing the following questions, elicited the following replies:

## QUESTIONS.

1. Number of students?
2. Number of professors of religion?
3. Number who made profession in the last year?
4. Number intending to enter the ministry?

## REPLIES.

Bates, Maine,	48,	26,	12,	14,	A revival; daily prayer meetings.
Bowdoin, Maine,	122,	34,	1,	—,	Considerable interest.
Dartmouth, N. H.,	292,	120,	10,	30.	
Middlebury, Vt.,	65,	37,	—,	19.	
University, Vt.,	56,	30,	12,	9.	
Amherst, Mass.,	240,	156,	10,	78.	No unusual interest.
Harvard, Mass.,	479,	90,	2,	—.	Favorable.
Williams, Mass.,	179,	113,	6,	26.	Much Christian activity.
Brown, R. I.,	186,	115,	6,	32.	Meetings quite well attended.
Wesleyan, Conn.,	139,	114,	—,	33.	"A good degree of interest."
Yale, Conn.,	505,	195,	9,	—.	
Hamilton, N. Y.,	183,	91,	—,	54.	"Serious but hopeful."
Rutgers, N. J.,	126,	52,	2,	27.	"Respectful attention paid to preaching."
Dickenson, Penn.,	141,	71,	23,	12.	A very good state.
St. Johns, Md.,	120,	8,	7,	—.	
Kenyon, Ohio,	93,	47,	4,	20.	

Ten of the Amherst students intend to be missionaries.

A dash indicates an omission in the reports.

**THE GOLD DUST OF LIFE.**—In the gold-working room in the United States mint in Philadelphia, it is said that the floor is constructed of a peculiar net work of wooden bars, for the purpose of catching the falling dust of the precious metal. At the close of each day this net work is removed, and the floor swept, and every particle of this dust saved. The amount thus saved is reported to be about \$30,000 per annum.

Every day of almost every human being has its fragments of time, fractions of hours and fractions of minutes,—the *true gold dust of life*. These are treasures prized, and precious to him who has the "peculiar net work" to catch them. The farmer who shall happily save these fragments, may, at the end of the year, count as their products a neat yard, with clean walks and green

swards, or perchance an extra grape arbor, laden with the luscious fruits of autumn. The teacher or pupil who shall save these fragments, may, at the end of the year, reckon as their products the mastery of several volumes of history, or a handsome beginning in a new language. Happy, indeed, is he who shall be able to save these fragments of time,—these gold dusts of life. He who so does, not only conforms to the highest law of human economy, but obeys the beautiful injunction of the Savior, wherein he says: "Gather up the fragments that remain, that nothing may be lost." Let all, therefore, gather the gold dust of life, thereby attaining a richer culture and developing a nobler character.

**SHADE TREES.**—Teachers, Directors, and Trustees, will not fail to remember that this is the season of the year for planting trees. Let all remember that a shadeless, leafless, grassless, school yard, sends dreariness to the heart of teacher and pupil. Therefore, let teachers and officers, interest themselves in planting and preserving shade trees.

**BIOGRAPHICAL.**—The second in the series of sketches of Indiana's earlier and prominent educators, will occur in next number of the JOURNAL. We are gratified to meet with such cordial commendation of the first sketch; also of this method of honoring these worthy men. We trust our readers in general have a like appreciation of the history of these earlier and venerable laborers.

**CONTRIBUTORS.**—We are happy to be able to add to the list of our contributors for the current year, the names of the following distinguished educators: President Barnabas C. Hobbs, of Earlham College; Prof. Daniel Kirkwood, of the State University; and Prof. Joseph A. Sewall, of Normal University, Illinois.

**LIBERAL.**—From Hamilton S. McRae, we learn that the Commissioners of Delaware County have authorized the Examiner to draw upon the county treasury for \$200, in addition to the annual appropriation, for Institute purposes for the current year. "Liberal men devise liberal things."

**DEDICATION.**—Winchester, Randolph County, dedicated her new school house in the last week of February. Though we solicited a statement of proceedings to be forwarded to the JOURNAL, nothing has come. It would be pleasant if some of our neighbors would more fully keep the commandment, "Let your light shine."

**BACK-BITERS.**—It is not our purpose to elaborate these odious terms. We propose only to give them their shortest and best definition, namely: *Christian Cannibals*.

## FROM ABROAD.

**PENCILS.**—A firm in Castleton, Vermont, turns out 125,000 slate pencils per day.

**COPPER ORE.**—Four hundred and fifty thousand tons of copper ore were taken from the Lake Superior mines last year.

**GEORGIA.**—Alexander H. Stephens, of Georgia, has just published an elaborate work entitled "The History of the War between the States; its Causes, Character, Conduct and Results."

**MICHIGAN.**—The Legislature in Michigan has passed a resolution requesting their members in Congress to use their influence to secure donations of lands by the General Government for the purpose of endowing Female Colleges in the various States.

**OHIO.**—Hon. John A. Norris, present School Commissioner of Ohio, was re-nominated at the recent Republican Convention of that State.

**KANSAS.**—The Kansas Educational Journal has recently adopted a new dress, and we believe, new type. It has grown in size and improved in matter. In short, it has moved to the front.

The House of Representatives of that State recently elected Miss Emma Hunt Enrolling Clerk.

**MASSACHUSETTS.**—The school authorities of Worcester have abolished a "Medal Fund," it having been found to provoke envy, jealousy and disappointment among the pupils.

*Lawrence* has recently erected a High School building, which, including grounds, costs \$70,000.

**NEW YORK.**—The School Board of New York City asks for \$2,000,000 to carry the schools through the current year.

Prof. Sanborn Tenney, of Vassar College, who lectured before our State Association last winter, has been elected to the chair of Natural History in Williams College.

**ELIHU BURRITT**, the learned blacksmith, has recently started a magazine in London called "Fireside Words."

**LARGE PAY.**—The daily pay of four Europeans is as follows: Queen Victoria, \$6,027; the King of Prussia, \$8,210; Francis Joseph, \$10,950; and Louis Napoleon, \$14,240.

FRANCE.—The *Scientific American* says, France has recently discovered "that one-third of all the inhabitants of the empire are unable to read or write."

ENGLAND AND CANADA.—From a recent report of an educational commission, it seems that England in America is excelling England in Europe. The Queen recently appointed commissioners to investigate the Public School System of England, Scotland, the United States, and Canada, and report the results. The investigation and the report have been made. Rev. James Fraser, M. A., one of the commissioners pronounces the school system of Canada far in advance of that of England. In a resume of the systems he holds the following language: "Such, in all its main features, is the school system of Upper Canada. A system in the eyes of its administrators, who regard it with justifiable complacency, not perfect, but yet *far in advance, as a system of national education, of anything we can show at home.*" (Italicizing mine.)

PUBLISHERS' NOTICE.—Parties desiring to change their Post Office address for the JOURNAL, should always give name of place from which they wish their address changed. Our mailing list extends over more than 200 ledger pages. It is, therefore, difficult to find a name unless, in ordering a change, the original address is given.

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## BOOK TABLE.

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MITCHELL'S NEW OUTLINE MAPS: Published by E. H. Butler & Co., Philadelphia.

In artistic finish these maps are truly beautiful. The various colors represent to the eye the relative height of mountains, table-lands, valleys, one shade blending with another as the mountain descends to the table-land, and the table-land to the valley.

A set of these maps consists of seven pieces, six of which measure each, 26 and 30½ inches. These maps are all on canvas, consequently will bear long usage. They have not the objectionable element that some maps have, namely, a map on each side, thus subjecting them to abrasions from the wall. In the hands of skillful teachers, these maps must yield good results.

ROBINSON'S MATHEMATICAL SERIES: A new Treatise on the Elements of the Differential and Integral Calculus. Edited by J. F. Quinby, A. M., L. L. D., Professor of Mathematics, and Natural Philosophy, University of Rochester.

This work cannot, with any propriety, be called a revised edition of Robinson's Treatise on the Calculus. It is a very different, and,



we are pleased to say, a much superior book—evidently the production of a thorough mathematician and practical instructor. Some subjects were omitted which might, perhaps have been retained; but “the necessity devolved on the author, either to be limited in the number and full in the treatment of the subjects selected, or full in the number of subjects, and limited in their discussion. The former choice was taken. Keeping in view the logical progressive development of the principles.” The work is one of great merit, and we take pleasure in recommending it to the notice of teachers and professors in our high schools and colleges.

D. K.

**THE CULTIVATION OF THE NATIVE GRAPE:** By George Husman, of Hermann, Missouri. New York: Geo. E. & F. Woodward. 16mo, pp. 192. Price \$1.50.

This work gives instruction in preparing the grounds, planting, putting in posts, erecting trellises, &c., necessary to grape culture. It describes the character of soil and climate; discusses the varieties of grapes, showing their hardiness, and yield in both grape and wine.

The author maintains that grapes do well in the following States: Missouri, Illinois, Kansas, Iowa, and most of the Southern States. Perhaps the most interesting feature of this book is the statement of profits. The author states that a vineyard of two acres yielded in one year a net profit of \$4,065. Also that a vineyard of two and one-half acres, under his own management, yielded a net profit in five years of \$19,679.80. Such figures as these throw a *golden*, as well as a *rural* charm around grape growing.

Mr. Husman is said, by those who know him, to deal with facts rather than fancies or theories, hence these figures, though surprisingly large, are, most likely, strictly accurate. It would surely be pleasant to sit, every one “under his own vine and fig tree,” with a net income of \$3,900.

**MANUAL OF ELEMENTARY LOGIC:** Designed especially for the use of Teachers and Learners. By Lyman A. Atwater, Professor of Mental and Moral Philosophy, in the College of New Jersey. Philadelphia: J. B. Lippincott & Co. 12mo, pp. 224.

The artistic features of this book are superior. The paper is firm and white, the type is open and clear, the cover neat, and the binding seemingly strong.

In subject matter the author is unusually clear and concise. It is rare that we find a book in which so much thought is pressed into so small a compass of language. If authors would study what the “hay-men” call the baling process, of compressing ten cubic feet into one, we might buy 16mos, instead of 8vos, and one volume instead of

two or three on the same theme. Mr. Atwater has done something in the baling process in the volume before us. Added to, and somewhat consequent upon this conciseness, is clearness. He is clear in both thought and language. The reader must bear in mind that the author only proposes an elementary treatise, consequently, any one seeking an exhaustive treatment of this difficult and important science must seek another author. This, as the author claims, is an elementary logic.

**ALDEN'S CITIZEN'S MANUAL**, A text book on Government, for Common Schools, by Reverend Joseph Alden, President of the State Normal School of New York. New York: Sheldon & Co. 16mo, pp. 134, price 50 cents.

Having, for several years, insisted that the principles of Civil Government, should be studied in one of the more advanced classes in our Common Schools, we welcome new works on this subject. They give indication of a sentiment which will ultimately yield the desired results. While thus welcoming this book, as an indication, in some degree, of public sentiment, we are obliged to say, it is not up, in the fullest measure, to what we conceive the subject to require.

Our chief objection to this work lies against its catechetical feature. This objection we make not to this book alone, but to all books on any subject, when the catechetical method is adopted.

We are of the opinion that there are some subjects introduced, which are entirely too abstruse for a book assuming to be so elementary.

This book will be valuable, and perhaps more reliable, than any book of its grade now before the public, but not so valuable as the book which we hope the next ten years will produce on this subject.

**THE AMERICAN JOURNAL OF EDUCATION.**—The January number of this Journal comes replete with solid matter. The following is the table of contents: The Clergy and Popular Education, English Pedagogy, A New Discovery of the Old Art of Teaching, Abraham Cowley and Realistic Instruction in England, A Plan of a Philosophical College, in 1661, Public Instruction in Switzerland. The Philosophy and Method of Teaching, Co-education of the Sexes, Normal Schools, American Ethnology. This Magazine is published quarterly, at Hartford, Conn., at \$4 per annum.

**THE WESTERN CHRISTIAN ADVOCATE**, under the patronage of the Methodist Church, is an able paper. Dr. Beid, uses not only an eloquent tongue in the pulpit, but a strong pen in the sanctum. No abler church paper reaches our table. Published weekly, at Cincinnati, Ohio, at \$2.50 per annum.

# INDIANA SCHOOL JOURNAL.

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Vol. XIII.

GEORGE W. HOSS, Editor.

No. 5.

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ANDREW WYLIE, D. D.

FIRST PRESIDENT OF THE INDIANA UNIVERSITY.

BY THEOPHILUS A. WYLIE, D. D., PROFESSOR IN INDIANA UNIVERSITY.

Andrew Wylie was born April 12, 1789. He was the son of Adam Wylie, a native of County Antrim, in the North of Ireland, who emigrated to this country probably about the year 1776, and settled in Fayette county, Western Pennsylvania, then a new country, and far west. The hardy settlers in those days had but little time to devote to the cultivation of the mind; it was as much as they could do to make a living by the cultivation of the soil. The subject of this sketch was the child of parents thus situated. He was not surrounded by a literary atmosphere, by the inspiration of which a love of learning was imparted to, and fostered in his youthful mind. His surroundings, if we except his religious training, and the daily worship of God, as practiced at his father's house, were such as would produce the practical farmer, rather than the lover of learning and the diligent scholar. His early education was such as he received at the common school during those seasons when he could be best spared from the labors of the farm. The early development of his mind was, in a great degree, due to his mother, of

whom he often spoke with the greatest affection. She took special pains to imbue the minds of her children with the spirit of piety and the love of truth. The late Dr. William Wylie, of Newark, Ohio, still affectionately remembered on account of his fervent piety, was one of these children. For a number of years Andrew Wylie was engaged with his father on the farm. After a hard day's work—for in those times there were no labor-saving machines, by which the farmer of the present day is saved from so much severe and exhausting toil—he would spend the evening in storing his mind with some useful knowledge. It is to this vigorous bodily exercise, which he was compelled to undergo, that his sound and healthy constitution is to be ascribed. To his very last days it was a part of his daily work to perform some manual labor out of doors. His favorite gymnastic exercise was with the ax, in wielding which he had few superiors. His love of learning early manifested itself. From his childhood he was a great reader; reading whatever books he had access to, and, no doubt, it was well for him that such floods of trashy literature as now-a-days are enervating and corrupting the minds of youth had no existence then. The Bible, some histories, and some religious works, and these not in great numbers, were such as he, from necessity, was obliged to use. We have seen a small manuscript geography, giving evidence by its appearance of having been well used, which was copied, and, perhaps, compiled by himself when a boy, either on account of the difficulty of procuring a copy, or in order to impress the subject better on his mind. When about fifteen years old he entered Jefferson College, Canonsburgh, then under the Presidency of Dr. Dunlap, through which he passed with great honor to himself, and with little or no expense to his parents, defraying his expenses by teaching or some other honest labor. It is gratifying to know that there are still some among the students of our colleges who thus nobly and independently struggle onward. Such young men know the value of an education, and can appreciate the labors of a faithful teacher. In October, 1810, he graduated with the first honor. Imme-

diate after his graduation he, now in his twenty-second year, was appointed tutor; and Dr. Dunlap resigning about a year afterward, he was unanimously elected President by the Board of Trustees, the Faculty consenting and approving of their act, in thus making the youngest and lowest in office their head.

In the year 1817, Dr. Wylie resigned the Presidency of Jefferson College, and accepted that of Washington, in a town of the same name, about seven miles from Canonsburgh, in the hope that the two institutions should be united. In this hope he was disappointed; the attempted union produced a series of troubles and difficulties, and was probably the cause of the removal of Dr. Wylie to Indiana. It was sometime in the fall of 1827 that Dr. Wylie removed from Pennsylvania. In the winter of 1828 Indiana College was chartered by the legislature. A literary institution, under the name of the State Seminary, had been carried on for some years previous, under the superintendency of Professors Hall and Harney, who together with Dr. Wylie constituted the first Faculty of the college.\*

It has often been made an objection to the character of Dr. Wylie that he had so many quarrels with those with whom he was associated. It is admitted that he had several disagreeable conflicts of this kind; but it is no sign either of a good man or a great man to pass through this world without strife. While it is always desirable to live in peace with all mankind, it is often impossible. Nor do we think it always eulogy to say of a public man that he has

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\*The condition of things in Bloomington at that early day is thus given by the President of the Board, Dr. David H. Maxwell, in his letter to Dr. Wylie informing him of his election: "Our college was chartered last winter [1828] by the legislature and in accordance with the provisions of the charter the Board of Trustees met in Bloomington, and was organized on the 3d inst., (May, 1828.) Hitherto our institution of learning existed under the name of the 'State Seminary of Indiana.' The funds for the support of the college arise from the interest of nearly forty thousand dollars loaned out by authority of the legislature. The present amount of interest may be estimated at about two thousand dollars per annum. The number of students at the close of last term was thirty-five—making all due allowances, we calculate on having an accession of twenty-five students the next session. Students can now be furnished in Bloomington with good rooms, boarding, lodging, washing, fire wood, and candles, for \$1.25, or at most \$1.50 per week. The price of tuition is \$10.00 per annum."

lived without an enemy, or without a quarrel. Opposition to evil creates foes, and zeal in a good cause, sometimes, when not well directed will cause even good men to be at variance with each other. It was not long after the organization of the college that the good feeling among the members of the faculty was interrupted, which led to the resignation of all but the President.

About the year 1840, formal charges were preferred against Dr. Wylie for mal-administration as President of the College. The ostensible reason for this attack was zeal for the cause of education—the real cause, we believe, was that Dr. Wylie did not treat certain members of the board with that consideration they thought themselves entitled to. The case was presented to the legislature, and was investigated by a committee, and resulted in the full acquittal of the President, and the complete discomfiture of his opponents. There were other charges, some years after, examined into by the Board of Trustees, growing out of some difficulty with the students, which, as in the former case, resulted in the confusion of his accusers.

Very different estimates have been put on the character of Dr. Wylie. He had many strong friends, and there were also many as strongly opposed him. The former, perhaps, would be disposed to go to excess in praising him; the latter in disparaging. Those acquainted with him will not find it difficult to account for this; he was a man of great sensibility, while at the same time tolerant and patient to a fault, of everything but meanness and duplicity. A person in whom he had no confidence he would keep at arms length, and although policy would dictate an opposite course, he would hardly treat one thus regarded with common courtesy. He would never throw a sop to Cerberus, he would much rather strike the dog, if he came in his way, even at the risk of a bite, than pat him on the head and make a friend of him. On the other hand, to those in whom he had confidence, no one was more affable. He was in his element when surrounded by genial friends, enlivening conversation by his wit and wisdom. There was sometimes, however, about him an

apparent want of civility, a brusque manner, which, doubtless, was the cause of some bad feeling towards him on the part of students and others. This arose from a trait of character often found with deep thinkers when engaged in some subject of study. Dr. Wylie, when in this mood, hardly noticed any one; he would brush past his wife and daughters in the streets without recognizing them; others, not knowing this peculiarity, when thus slighted, with feelings hurt and pride wounded, would, particularly those who had a very exalted opinion of their own merits, be deeply and oftentimes implacably offended.

Two of the characteristics of a good teacher, Dr. Wylie had almost in perfection. He had learning, and the faculty of communicating what he knew. No one understood better than he how to draw out the mind of the student. The admiration in which he is held by many of his old pupils depends on his teaching them how to think. Teachers are too often satisfied with the mere recitation from the work; if the questions are answered in the words of the book, nothing more is required. It is not thought necessary for the pupil to form an independent judgment or draw a conclusion from what has come under his own observation. It was not so in Dr. Wylie's method of teaching. Under his training the pupil felt that he was really making progress, and not blindly following a guide almost as blind as himself. One of his pupils, who has attained considerable reputation in the political world, calls him his Mentor,—“more to him than a father, for he was the father of his mind.” Another thus writes: “I entered your department a scoffer and an unbeliever in revealed religion. I left it a firm believer in the truth of divine revelation. Dr. W. H. McGuffey, and Gov. H. A. Wise, of Virginia, Dr. J. W. Scott, of S. Hanover College, Hon. James S. Rollins, of Missouri, with others, express themselves in their letters to Dr. Wylie with the same freedom and affection as sons writing to a beloved father. We might also refer, in showing the estimation in which Dr. Wylie was held by his pupils, to the well-written address on his life and character, by Dr. T. Parvin, of Indianapolis,



delivered before the Society of Alumni, in July, 1858. Dr. Wylie had a well-merited reputation as a scholar. His learning was varied and profound. He was a perfect master of all the branches he professed to teach, and well read in the literature of the past and present. He had an extraordinary power of concentrating his mind on any subject that engaged his attention, so much so that he could hardly think of anything else. If he commenced a book he generally went through with it, even although the work were large and subject difficult. Thus we remember his poring over Kant's Metaphysics, and Plato, Cicero, and Aristotle, in their original languages. This trait of Dr. Wylie's mind, his becoming absorbed as it were in one subject for so long a time, was probably the cause of that distribution of studies, which was adopted by him during his presidency in Washington College, and retained for some years in the College of Indiana. According to this plan, each class is restricted to one study during the year, with the exception of a small portion of time devoted to Rhetorical Exercises. In his own words, as given in the first published catalogue: "The studies of the institution are so conducted, that each student gives his undivided attention to one principal study till it is completed. This method has been adopted by the President, under the full conviction founded on twenty years experience and observation, that it possesses many and decided advantages over that pursued in most colleges,—of blending together a variety of studies." Thus we find the Freshman year devoted to classical studies, the Sophomore to mathematics, the Junior to natural philosophy, and the Senior to mental and moral philosophy, rhetoric, &c. No doubt this method has some advantages, and, for minds constituted as was Dr. Wylie's, perhaps it is the best, but it certainly is not well adapted to the volatile and immature minds of the majority of college students. This plan was laid aside many years ago, though not with the full approval of the President.

Dr. Wylie always commanded respect. Even in times of the greatest excitement, he was never treated, either by student or citizen, with any indignity. He had no

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trouble in governing those who were brought under his immediate control. Having himself an innate sense of propriety, he regarded a system of minute rules and regulations with respect to behavior, as altogether unnecessary. He even opposed the calling of a roll as a waste of time. Good students as a matter of course would always be at their posts, and it was, in his view, useless to attempt to make anything out of those who had not this sense of propriety. Hence it appeared to some that he did not take that interest in all the students that was desirable. His intimacy was in a great measure restricted to his own classes, with them he was all that could be desired as a friend and teacher, while to others, especially when engaged in some subject of thought, he often seemed unsocial, and even morose,—the very opposite of his real character.

Dr. Wylie never courted popularity. Many persons without the tithe of his capital of learning, intellect, and moral worth, whose great aim was to be regarded as great men, have gained for themselves an ephemeral reputation, or perhaps a lasting reputation, far greater than his. Just as we find among merchants, one man with a small capital will make a greater display, than one with a far larger stock. The former knows how to present the little he has, to the very best advantage, and how to make others help him to do it. He has his smiles and his winning ways, and such a way of showing off his goods, that he is irresistible. While the other making no such display, and careless with regard to arrangement for the mere purpose of display, and apparently indifferent to those looking for bargains, will have but comparatively few customers, but those he has will be such as can appreciate a good thing, and will be sure that they will not be cheated. We do not mean to say that Dr. Wylie despised the esteem of his fellow men,—he valued it, as it should always be valued, only as the spontaneous tribute to true merit.

As a writer, Dr. Wylie was clear and terse. His Baccalaureates, and published writings are evidences of this. They are always interesting, and the reader will always

find himself entertained and instructed by their perusal. Dr. Parvin in his "eulogy," thus speaks of the Addresses of Dr. Wylie:—"Of those published by him, probably that which he delivered before the Philomathean Society of Wabash College, July 1838, the subject of which was, '*The propriety of retaining the Greek and Roman classics in their place as a part of study necessary in the course of a liberal education*'—was most widely, known, and won for its author the highest praise. Asher Robbins, of Rhode Island, one of the finest classical scholars ever a member of our National Senate, wrote to him soliciting a copy of the address. Daniel Webster also wrote to him for the same purpose. Dr. Wylie's eulogy on La Fayette, delivered in this town, (Bloomington,) elicited a letter from Webster, in which he spoke of the production in terms of the highest praise. Surely the students of Dr. Wylie are guilty of no blind idolatry, or no idolatry at all, when they declare that in ability, he was one of the first men in all our country."

A small work entitled "Sectarianism is heresy, in which are shown its nature, evils, and remedy," sent to the world in a very unattractive form, was very favorably spoken of by a Boston periodical, "*The Dial*," however, as far as the teachings of the book are concerned, was regarded by many as rather a left-handed compliment—on the other hand it was severely, though somewhat ill-naturedly criticised, while its ability was admitted, in the *Princeton Review*. These, together with a great number of Baccalaureate addresses and sermons, and an English Grammar, together with some translations from Plato, and a few fugitive pieces published in the *Equator*, a periodical which had a short-lived existence in Bloomington about twenty-five years ago, are all the writings of Dr. Wylie that have been printed. He left two MSS. ready for the press. One on the training of youth, and the other a treatise on Rhetoric, which we have no doubt would be well worth publishing.

Dr. Wylie is still remembered by the citizens of Bloomington, who could appreciate his character, as one of the men who should take rank with the distinguished men of

the State. The late Tilghman A. Howard, said to the writer of this, that he had mingled with the leading men of this State, but that he felt when in the company of Dr. Wylie, that he was with one who towered above them all.

We should not close this article without referring to the religious character of Dr. Wylie. Brought up a Presbyterian of the strictest Calvinistic kind, and for many years a pastor in that denomination, and much beloved by his congregation in Western Pennsylvania, he, in the year 1841, connected himself with the Episcopalians. We are not prepared to say what led to the selection of this denomination, when we consider the liberality of his views, and his opposition to sectarianism. Dr. Wylie was an independent thinker, he was not disposed to believe anything, because this or that distinguished Doctor said so—or because it was written in the creeds of the church, compiled by fallible men, he was, too, of that disposition, that he would follow his convictions of right, wherever they might lead him. Had he been influenced either by fear or favor, or by any selfish motives, a more popular and numerous body of christians than the Episcopalians at that time were, in the State, would certainly have been his choice. Whatever may have been the cause of his leaving the church of his father's, we know that there was a time when he seemed ready to give up his faith in all churches, and that he even looked with some favor on Arianism if not on Socinianism. His mind did not long remain in this condition, and with his union to the Episcopal church, his faith in the vital doctrines of evangelical religion revived; and however much some of his friends were grieved at the position he took, none of those intimately acquainted with him, lost their confidence in his integrity or suspected him of any sinister motive in making this change.

His death, which took place November 11th, 1851, was caused by Pneumonia. About two weeks before, while taking his accustomed exercise with the ax, about a mile from his house, he cut his foot. He was weakened and lamed by this accident, and instead of taking care of

himself a few days at home, he attended his recitations at college every day, limping thither on crutches. On the Friday before his death, he made a long address to the Monroe County Agricultural Society. He was completely exhausted by this exercise; when leaving the chapel he expressed his thankfulness that he would now have two days of rest at home; on the following Sabbath he was taken with a chill—a physician was not called till the following day. The disease made rapid progress. His weakened system was unable to resist it; on Tuesday about noon, having but a few minutes before said that he then found Jesus precious to his soul, he expired. This was a sad day to the University. Professor Read (now President of the University of Missouri,) made the following announcement to the students:

“GENTLEMEN: By the appointment of the Faculty I arise to announce to you officially an event which has already reached your ears and saddened your hearts. A great calamity has befallen us. Dr. Wylie, our venerable President is now no more among the living.

That voice, to which you have from day to day listened, is hushed in the silence of death. That form which morning after morning, in sickness or in health, in rain or in sunshine, at the accustomed hour entered that door, has been stricken down, and is no more forever to be seen among us. Henceforth you will not see Dr. Wylie in this stand, and hear his voice lifted in prayer, nor listen to the counsels of experience and wisdom from his lips, our friend, our counsellor, our father, is taken from us. As the tidings of this sad dispensation pass over the land, it will be said with one voice, a great man has fallen! From his earliest years, Dr. Wylie has been regarded as a man of extraordinary mental powers. His whole life has been that of a student, up to even the last two days of his life. I have never known him more intent upon literary labors than during the last week. He was engaged in preparing a series of lectures on Rhetoric, for publication, and as I entered his room each day, I found him in the full glow of composition. He died with his armor on. He has not passed through the common woes

and weakness of dissolving human nature, a blow of brief but mortal agony has struck him to the tomb in the midst of his labors, before his eye was dim or his natural force abated."

It may not be out of place here to present the resolutions of the Board of Trustees, passed at its first meeting after the death of Dr. Wylie, showing that notwithstanding the various attacks that had been made on him, the confidence of the Board in him as President of the University, remained unimpaired.

*Resolved*, That is due to the exalted worth and eminent services of the Reverend Andrew Wylie, D. D., as well as his official position in this University, that the Board should accord an expression of its sense of the loss which in his death has befallen not only our University, but the cause of education, and the interests of literature, in our State and Country.

*Resolved*, That the death of him who has so long been a tower of strength to the State University, and whose very name has given character to our Institution, is an event most deeply deplored by the Trustees individually, and as a body; and that while we lament his removal as a public calamity, we tender to his widow and bereaved family, our heartfelt sympathies and condolence.

*Resolved*, That a just regard to the memory of the first President of our University, who had labored so long and earnestly to build up an institution of learning worthy of our State, imposes new and greatly increased responsibilities upon all connected with the University; and that the best and most permanent monument of his name is the INDIANA UNIVERSITY, made such, as he, for a series of years, was striving to make it—the pride and ornament of Indiana."

Judge David McDonald, Professor of Law in the University at the time of Dr. Wylie's decease, in a Baccalaureate address to the graduating class, the subject of which was, "The True Man," after describing this character, said the late President of the University was the original of the picture, which it was the design of his discourse to portray.

"Andrew Wylie was a man of veracity. He was so not merely because of his views of policy, but because he loved the truth. In thought, in word, in action, he was truthful. And no man during a long life ever pursued the truth with more unwearied search, through all the fields of learning and science.

He was an honest man. In pecuniary affairs he was punctiliously so. There lives not the person who can say that Andrew Wylie ever defrauded him in anything, and while he was upright in pecuniary affairs, his honesty extended to those matters which lie beyond the boundaries of property. In reference to all the rights of persons, and all the interests of society, he was equally honest.

He was a man of fidelity. With a heart free from all guile, and full of simplicity, he was a stranger to all treachery. Where confidence was reposed in him he never betrayed it; where he professed friendship he never proved false.

He was a man of faith. Conscious of his own fidelity, he had faith in the fidelity of others. He had faith in human nature. He had faith in our civil institutions and in the progress of our race, and I do not doubt, that he had the utmost faith in that holy religion which he professed.

He was a man of courage. A stranger to all fear, he never enquired what was politic. He asked himself what was right, and having settled that question to his satisfaction, by the right he stood. There he was always found, unawed by the frowns of the multitude, unawed by the popular clamor, unscathed by the weapons of detraction.

In short, he was a true man. True to himself—true to his family—true to his friends—true to the interests of virtue—true to the cause of humanity—true to his God.

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PRIDE still aiming at the blest abodes,  
Men would be angels, angels would be gods;  
Aspiring to be gods, if angels fell,  
Aspiring to be angels men rebel;  
And who but wishes to invert the laws  
Of order, sins against the eternal cause.—*Pope.*

## THE INTERVENTION OF GOVERNMENT IN EDUCATION.

## ENGLAND AND THE ENGLISH COLONIES.

[The following able article, a translation from the French of M. E. de Laveleye, we copy from the *American Educational Monthly*.—ED:]

The opponents of government intervention in educational matters are not yet, it may be, ready to yield. The kingdom of Naples, some of them will say, is a Catholic country. The priests, to whom education was entrusted, did not care to diffuse it. Provided the people went to Mass and Communion and obeyed the priest, he was satisfied. Reading was, in his opinion, useless knowledge, not without danger, for it often led to heresy: the era of Reformation was also that of the invention of printing. Besides, at Naples, upon that classical soil of despotism, there being no scope for individual effort, liberty could not produce its ordinary results; and as for Portugal, the conditions of the experiment there were scarcely more favorable. Granted again. Let us, then, consider England, pre-eminently the land of freedom and individual enterprise.

Here is a country where wealth abounds, where the citizens are accustomed to make great sacrifices for objects of public interest, where different denominations contend for the mastery, and where each is interested in founding schools as a means of securing it. Protestantism, placing the Bible in the hands of believers, makes reading a necessity for all. For a long time powerful rival associations have been in operation to diffuse instruction among the people. Consequently this country combines better than an other all the conditions adapted to secure the success of the much-extolled system of non-intervention. Here again the experiment has been a failure, and the efforts of individuals, aided by powerful associations, have proved wholly inadequate to provide the people with schools. When the State has found itself

obliged to interfere, official investigations have shown that the instruction is worthless, and that extreme ignorance prevails.

The first investigation, made in 1803, indicated a most unhappy state of affairs. Only one child attending school was found to 1,712 inhabitants. The State had stood aloof, the English Church in the eighteenth century had done but little to enlighten the people, and the higher ranks of society had not yet learned that it is one of their duties to promote the welfare of the lower classes. A second inspection, in 1818, showed but little progress. The great Continental wars had absorbed all the resources and attention of the country. But it indicated some advance that an effort was made to investigate a subject which formerly excited little interest among statesmen. In 1833, another examination: this time some improvement was found. About 13 per cent. of the children went to school; but the schools were generally very inferior, and but a small number of the pupils learned to read fluently and write with ease. At last, in 1833, the Reform party, with Lords Brougham and John Russell at their head, secured the adoption by Parliament of this vehemently-opposed principle of government intervention in elementary education. The sum of 20,000 pounds sterling was appropriated to aid in the erection of school-houses. The work was equally divided between the two great educational associations, the National Society, and the British and Foreign Society, that denominational rivalry, already aroused upon this subject, might not be still further excited. Since 1833 the appropriations granted by government have steadily increased, and now amount to \$400,000 a year; but the results are still far from being satisfactory. Here is Mr. Stuart Mill's estimate some years ago of the condition of elementary education in his country: "The instruction furnished in England by voluntary subscriptions has been so much discussed of late years that it is unnecessary to criticise it here in detail. I will only say that in quantity it is, and for a long time must continue to be, inadequate, while in quality, although there is a tendency to



improvement, it is never good but by accident, and is in general so bad that it scarcely deserves the name." The tendency to improvement of which Mr. Mills speaks dates from the day of State intervention, and has been in proportion to it. Everything concerning this has been regulated by the law of 1847, amended in 1862. At present every school connected with one of the prominent denominations receives an appropriation, on condition of being subject to official inspection and affording satisfactory guaranties of competence in the teacher and moral conduct and progress on the part of the pupils. The great educational societies—the National Society, representing the established Church, the British and Foreign Society, the Wesleyan Education Committee, and the Catholic Society—continue to support most of the establishments of primary instruction; but being open to official inspection, they share in the State appropriation, in the proportion of eight shillings a year for every child who has passed a satisfactory examination and attended school regularly. The institutions founded by individuals have the same rights on the same conditions. Formerly there was in England a deficiency of establishments for training competent teachers. There were but two normal schools deserving the name, those of Battersea and Borough-Road, and they became flourishing only when they ceased to rely exclusively upon voluntary contributions for their support. There are now thirty-four normal schools in England and Wales. The Parliamentary appropriation covers 60 per cent. of their expenses, and without this assistance few of them would have been founded or would now be maintained. The highest authority is the Privy Council of Education, established by a royal patent in 1839. This council can influence private institutions and promote the welfare of education, only by the appropriations which it grants to aid in building school-houses and in paying or encouraging the teachers. The inspectors, whom it appoints in connection with the ecclesiastical authorities of the different denominations, allow it to control its own funds and to ascertain the progress made, but not to devise or direct improvements

in education. Its only coercive power is in the withholding of its pecuniary aid. A contract, whose conditions are freely discussed by the founders and the council, must be drawn up for each school admitted to a share in the Parliamentary appropriation. The State, then, aids in the support of education, but does not act authoritatively. It interposes, as a wealthy philanthropist who counsels and assists, not as a sovereign who commands and requires.

The English system, it is obvious, is a compromise between that which entrusts the organization of elementary instruction to the public authorities, and that which leaves it entirely to individual effort. Parliament could not go further, for its progress was checked by the jealousy of the different bodies of Dissenters and the apprehensions of the Established Church. Most of the men who are specially interested in this subject in England are fully aware, however, that the education of the people is still far from being in a satisfactory condition, notwithstanding the million pounds sterling annually devoted to this object by government. Our cottons, and our machinery, they say, defy all competition, as well by their quality as by their low price; on the contrary, our primary instruction is remarkable only for its faults and its costliness. Prussia accomplishes three times as much with one-third of the money. As in a question of fact the testimony of competent witnesses should be heard, we shall be permitted to quote that of Sir John Pakington, formerly Minister of Naval Affairs, and one of the statesmen most interested in the improvement of popular instruction. "For a long time," said he recently at a public meeting, "we have neglected the education of the people, forgetting that the permanent prosperity of this great empire depends, above all, upon the moral and intellectual development of the masses. The result of this course is, that England has been outstripped by other countries. Yes, we have suffered ourselves to be outdone by several nations of Europe, by the United States of America, and even by some of our own colonies, which have been wise enough to realize that the liberal institu-

tions derived from England would produce their full results only through the co-operation of an enlightened and moral community."

Within a few years substantial progress has been made. In March, 1858, it was estimated that only 1,750,000 children attended any kind of school,—that is, about 1 pupil to 11 inhabitants. As the number of children between eight and fifteen years must be very nearly 4,500,000, there were 2,750,000 who receive no instruction. In 1861, at the time of the last great investigation, there were in England and Wales, without including Scotland and Ireland, 58,975 institutions of learning with 2,536,462 pupils,—that is, 1 pupil for 8 inhabitants, a proportion one-half as favorable as in the United States, and about the same as in France. It is estimated that the elementary instruction of a child costs 30 shilling a year. This would give a total expense of about \$15,000,000 for elementary education: of this sum the different educational societies furnish \$5,000,000, government \$4,000,000, and tuition fees cover the rest. This outlay is very large for 2,536,462 pupils and twenty millions of inhabitants; for France, with a population of more than thirty-seven millions, expends in all only \$11,000,000 for 4,386,368 pupils. The actual results, which may be estimated correctly enough by the number of adults who can read and write, are as unsatisfactory in England as in France: returns from the parishes show that more than two-thirds of the people cannot sign their marriage contracts, and the inspections have occasionally revealed a degree of ignorance hardly equaled elsewhere.

The faults of the English system are numerous and incontestable, since the last inspection, from 1858 to 1861, has made them fully known. The central bureau of instruction, obliged to make special contracts and exercise an official supervision over six or seven thousand directors of schools, is overburdened with labor, and cannot accomplish all that should be done to promote the advancement of education. The Parliamentary appropriation is very unequally divided, often in an inverse ratio to the necessities of the case. An entire district is

destitute of schools: the State can do nothing to remedy this evil, for it cannot take the initiative; its power is limited to aiding existing institutions. It follows that but a small part of the country derives benefit from its appropriations. The localities for whose wants private effort has already provided receives largely: those where everything needs to be done have nothing.\* As the schools are directed by clergymen, and religious instruction occupies a prominent place, each sect feels obliged to organize its own institutions and support its own teachers. But in many localities the number of Dissenters is too small to defray the necessary expense. The children are thus entirely deprived of instruction or are very poorly taught. If the State should grant an appropriation to all parishes in proportion to their population and their necessities, it is estimated that it would amount to \$20,000,000. This sum, however enormous it may appear, would be far from being exorbitant, since it falls short of what the youngest States of the American Union are doing for elementary education. But even at this price satisfactory results would not be obtained: it is the whole system that needs to be changed.

Certain facts might give us a false impression upon this subject. The workingmen of the large cities have relatively a remarkable intellectual development. Various causes have contributed to this result. They receive high wages, and the enjoyment of a certain amount of physical comfort stimulates a desire for education. They belong to an energetic, active race, remarkably inclined to association. Hence arises all kinds of institutions—mutual aid societies, co-operative societies, reading societies, clubs, and unions, which have done so much for the spread of knowledge among the people. Besides, the

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\*Some figures, taken from the report of 1861, will give an idea of the imperfection of the English system. In the diocese of Oxford there are but 24 parishes out of 339, whose schools for the poor receive funds from the State. In other counties we find the following proportion: In Herefordshire and Somerset, 1 in 280; in Devonshire, 2 in 245; in Dorset, 10 in 179; in Cornwall, 1 in 71. Sir John Pakington mentions 4 poor parishes in London which, with a population of 138,900, receive an appropriation of but 12 pounds sterling, while 4 wealthy parishes, containing but 50,000 inhabitants receive from the State 8,908 pounds sterling.

means of instruction abound. Benevolent and liberal manufacturers, rival sects, wealthy merchants, vie with each other in establishing schools. Unhappily, by the side of favored localities where education is widely diffused, there are others where prevails an ignorance of which we can form no adequate conception. The recent investigation in regard to children's labor has revealed, in this connection, facts so distressing that all England has shuddered with shame and remorse, as at the sight of a hidden evil, dishonoring this brilliant and prosperous society; and from all sides the cry of reform has been heard. This cry, however, even in so delicate a matter, need alarm no one, for England does not require foreign aid to improve her present organization; she has only to borrow from Scotland and Ireland the best features of their systems.

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## EXPERIMENTAL SCIENCE IN THE SCHOOL ROOM.

BY PROFESSOR TINGLEY.

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[Continued from page 117.]

By placing the lamp near the blow-pipe the "*still flame*" is produced. This is the flame mostly used in producing chemical reactions. Only one experiment of this class will be here described.

Exp.—Hold a fragment of flint-glass within the flame. It will speedily assume a metallic appearance, owing to the *reduction* of the lead which it contains. On removing it a little beyond the flame it will resume its transparency, the lead having become *re-oxydized*. The philosophy of these changes we will leave for the chemical student to explain.

The "*roaring flame*" is used where it is desired to heat a larger portion of glass, as in blowing bulbs or bending large tubes. It is produced by removing the lamp a short distance from the blow-pipe. The teacher, having procured a stock of glass tubes of assorted sizes, will be

able to construct for himself a great variety of simple forms of apparatus, after he has, by a little practice, learned the use of the table blow-pipe above described. Syphons, thermometers, water balloons, fountains, water hammers, dropping-tubes, bulbs, etc., are among the devices most easily constructed. But to instruct the learner fully and particularly in the art of glass-blowing is not our intention. We have briefly described this simple implement which he will find very useful if employed with even an ordinary degree of mechanical skill, and his own ingenuity will suggest abundant means of practically testing its value. One of the simplest and most interesting operations performed by its aid is that of manufacturing capillary tubes. These may be formed from homeopathic prescription vials, bugle beads, or other small fragments of tubes, by first cementing a piece of glass to each end to serve as handles. On heating the vial sufficiently it may be removed from the flame and suddenly drawn to any desired length. The capillarity of such a thread-like tube is best shown by bringing it in contact with a drop of ink, or of a strong solution of analine.

A SIMPLE MICROSCOPE of great power may be constructed in a few minutes from materials which may be found everywhere. The whole operation of manufacturing and using this cheap optical instrument forms an excellent and ever interesting class experiment. With a dexterous blow upon the center of a piece of window glass, or mirror plate, from which the amalgam has been removed, break it into a number of long, narrow, pointed fragments. Select two of the most regularly formed of these, and hold them in the *still* blaze of the blow-pipe, bringing their points in contact. They will adhere and enable the experimenter to try his skill in drawing out the glass into the form of a thread. The *roaring* flame may be resorted to for this operation. Having thus prepared a number of threads of varying thickness convert them into globules by melting them in the still flame. A little practice will enable the beginner to produce globules of sufficient size, each one having, of course, a *stem end*.

The irregularity in form is not a serious objection, however, since the rays of light are to pass *from side to side* of the globule. The simplest method of "*mounting*" this minute lens is to compress it between a fold in a strip of lead foil, and with a sharp knife to cut away portions of the elevations thus formed on both sides. The object to be viewed is placed nearly in contact with the lens by the aid of beeswax, and adjusted to the proper distance by taking advantage of the plasticity of the wax. A more convenient mounting is formed by folding down the ends of a light strip of tin plate, five or six inches long by one-half inch wide. In one of the folds insert the lens as in the lead mounting. In the other fold, which must be perforated through both thicknesses, clamp the object in such manner that the portion to be examined shall partly or wholly cover the perforation. The two ends must now be brought nearly in contact by a fold in the middle of the strip of metal made in such manner as to bring the lens and the object opposite each other. The objects most suitable for such a microscope are the hairs of animals, the scales of lepidoptera, wings of insects, pollen, vinegar eels, &c. A plate of mica or thin plate of glass clamped between the folds of the object holder will be found useful in the examination of animalculæ and other small objects.

[TO BE CONTINUED.]

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## ERRORS OF THE CAVE.

BY JOHN S. HART, LL. D.

Improvement comes by comparison. One of the most profound observations of Bacon is that in which he remarks upon the dwarfing and distorting influence of solitariness upon the human faculties. The man who shuts himself up in his own little circle of thought and action, as in a cave, having no consort with his fellows, evolving all his plans from his own solitary cogitation, must be



more than human if he does not become one-sided, narrow, selfish, bigoted.

A like result, but not so aggravated, is produced, when a man limits his range of thought and action to those of his own special calling or profession; when the merchant mingles only with merchants, and knows only merchandise; when the teacher knows nothing but teaching and books; when the medical man spends every waking hour and every active exercise of thought upon his healing art; when any man forgets that, in the very fact of his being a man at all, he is something greater and nobler than he can possibly be in being merely a merchant, or teacher, or doctor, or lawyer, or the possessor of any one special art or faculty.

It is true, indeed, that in order to attain to eminence in any one department, a man must bend his main energies to that one thing; and he must give to it much solitary thought and study. But no department of action is isolated. No interest is unconnected with other interests. No truth stands alone, but forms a part in the great system of truth. Study or action, therefore, which is entirely isolated, must needs be dwarfed and distorted.

A man must go occasionally out of his own sphere in order fully to understand those very things with which he is most familiar. A man must study other languages, if he would hope fully to understand his own. A man must study more than languages merely, if he would become a perfect linguist. The only way to understand arithmetic thoroughly is to study algebra. A parent who has only one child, and who gives his entire and exclusive attention to the study of that child, in order that he may, by a thorough understanding of its disposition, be better able to teach and train it, will not be so likely to attain his object as he would if he were to spend a portion of his time in mingling with other children and in becoming acquainted with childhood generally. A teacher who should shut himself up in his own school-room, giving to it every moment of his waking hours, would not be likely to benefit so largely his own pupils, as if he were to spend a portion of his time in communing with other teachers and



observing other methods beside his own. A teacher even who should mingle freely with those of his own profession, and get all the benefit to be derived from observation of the views and methods of other teachers, but should stop there, would not yet obtain that broad, comprehensive view, even of his own calling, and of the duties of his own particular school-room, that he might have if he would travel occasionally beyond the walk of books and pedagogy, and become acquainted with the views and methods of men in other spheres of life, with merchants, lawyers and doctors, with farmers, mechanics and artisans.

It is only by mingling with those outside of our own little specialty that we are disenthralled from the bonds of prejudice. It is wonderful to see the change produced in the minds of men of different religious denominations, when by any means they are thrown much into the actual fellowship of working together in some cause of common benevolence. How, without any argument, merely by the fact of their being brought out to a different point of view, the relative magnitude and importance of certain truths change in their estimation! The points in which Christians differ become so much smaller; the points in which they agree become so much larger. The little stone at the mouth of the cave no longer hides the mountain in the distance.

Let, then, the teacher, the merchant, the mechanic, the banker, the lawyer, the minister of religion even, still remember that he is a man, and that he can never reach a full and just estimate of his own position without sometimes going outside of it and placing himself in the position of other men.

## SCHOOL OFFICERS' DEPARTMENT.

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### TOWNSHIP TEACHERS' MEETINGS.

PROF. HOSS: According to your suggestion, I give below my method of holding township meetings. Knowing that many other examiners are situated as I am; *i. e.*, engaged in teaching, and cannot find the necessary time to visit the schools of the county, I hope that I may make some suggestions that will help others; as I know that others could make suggestions that would help me.

I am obliged to do most of my visiting on Saturdays. These Saturdays are employed in holding teachers' meetings in the various townships. As Saturday is not a regular school day, some teacher is requested to retain his school, and the Trustee notifies all the other teachers to attend. The teacher retaining his school is expected to conduct it in his ordinary way, giving the other teachers an opportunity to observe and criticise. School continues till noon, and such classes are heard as will give most variety, and be of most general interest. Each teacher is requested to note carefully every point which he may wish to criticise, or about which he may wish to ask questions. During recitations but few questions are asked, except for information, and no criticisms made.

In the afternoon, when the children are gone, the teachers meet for a free discussion of what was done in the morning. The "Opening Exercises;" the order; the manner of calling and dismissing classes; the method of conducting the various recitations, are all in their turn considered.

I take charge of the meeting myself; and if the teachers are not ready with their questions and suggestions, I ask them individually how they liked the given exercise, and how their method differs from it. After I have drawn from the teachers their various plans, and opinions, and *why*, as far as possible, I give my own preference, with my reasons, briefly stated. That these discussions may not be too lengthy, each is asked to be concise in his statements, and required to "stick to the point."

While the *method* is the principal thing we give attention to, the great underlying principles are not wholly omitted. The forenoon exercises are sometimes varied by appointing some of the visiting teachers to hear a part of the recitations. Sometimes, also, the

teacher of a neighboring school is requested to bring a class of his own pupils and conduct an exercise.

These meetings have in several cases resulted in the organization of permanent township meetings, which have been well sustained. These latter meetings usually circulate, each teacher taking his turn to teach.

I have been accustomed to attend teachers' meetings of various kinds regularly, for the last seven years, but have never attended any that seemed so *practical* as those above named. "Seeing is believing." We can see more in ten minutes than we can hear in an hour. By having school in the forenoon, we have something *tangible* to talk about in the afternoon. I regard this as the "object method" of teachers' meetings.

W. A. BELL.

[We desire to call the special attention of Examiners to the excellent plan presented by Mr. Bell. Not only do we call attention to this plan, but we heartily commend it to all Examiners, who from any cause, may not be able to visit their schools to the extent contemplated by law. We have seen this plan operated, consequently feel safe in saying that, in our opinion, it will yield larger results than any other within our knowledge. If any one knows of a plan which he believes better, and will communicate the same, he will confer a favor on the editor, and most likely on each of the ninety-two Examiners of the State.—ED.]

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## DELIVERY OF SCHOOL RECORDS.

As some of the Township Trustees are just going out of office, consequent upon the election of April 6th, I would hereby remind all such that the law requires them to deliver to their successors in office all records relating to school matters.

Here is the law: "Such Trustee shall, at the expiration of his term" [of office,] "deliver to his successor, all moneys, books, and papers belonging to his township." 1 *Gavin & Hord*, Sec. 12, p. 639.

This includes *all* papers, books, &c., consequently of necessity those relating to the schools. Yet in the face of this requirement, we find that in many cases Trustees forget or neglect to deliver to their successors their papers and records relating to school matters. This should be changed promptly and completely. Without these records it is impossible for the in-coming Trustee to make a reliable report as required by Sec. 7, School Law.

Out-going and in-coming Trustees are therefore respectfully requested to give this matter early and proper attention.

GEO. W. HOSS, *Sup't Pub. Instruction.*

## EDITORIAL—MISCELLANY.

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### DEFINITION OF WORDS.

[“He that uses names without ideas, speaks only empty sounds.”—*Locke*.]

Perhaps no one, in a literary sense, becomes more completely a “sounding brass and a tinkling cymbal,” than he who fluently gabbles words of unknown meaning. An English word whose meaning is unknown, is as useless as if it were a word of a foreign or a dead language. Everybody knows this, yet many act as if they did not know it, or at least, did not believe it. Some educators act thus. A teacher will sometimes toil three years in teaching his pupils spelling, and not three hours in teaching them definition.

We do not say, with some, that this work is utterly useless. It is not utterly useless. The meaning of some of these words will, in course of time, be learned, whether directly and of purpose, or indirectly and without purpose. So far, therefore, as the meaning of any portion of these words is learned or shall be learned, so far their orthography is valuable. But so far as the meaning is not learned, or shall not be learned, so far the orthography and the word itself are worthless.

As an illustration of the worthless feature of the case before us, suppose a boy should cudgel into his rebellious memory the orthography of a hundred such words as *hippobosca*, *hippopathology* and *microcosmography*, and should never learn the meaning of one of them; all would say what is the good, and all would answer the same good as if he had learned the orthography of so many words in Chinese or Choctaw. This we believe is a fair statement of the case. If so, may we not with propriety ask the teacher to break that infinite series of spelling lessons, and substitute in their stead, at least an occasional lesson in Definition? This brings us to the main purpose of this article, namely:

### TEACHING DEFINITIONS.

This is a work at once difficult, delicate, and important.

As a necessary requisite to the accomplishment of this work, we notice,

## I. THE QUALIFICATIONS OF THE TEACHER.

Among these qualifications are :

1. A belief in the importance of definitions.
2. A large experience in the critical use of the Dictionary.
3. Skill, so far as may be, in framing definitions, both oral and written.

A teacher lacking in any one of these may expect to fall short of the highest success, and the teacher lacking in all, as we fear is too often the case, may expect failure ; a failure that is complete, bringing disappointment, and perhaps discouragement, to both instructor and pupil.

The requisite qualifications on the part of the teacher granted, we consider,

## II. MEANS AND MODES.

To avoid extended classification, these elements, though distinct in thought, will be considered together. 1. *Time and method of beginning the work of definition.* As to time, we would say begin while the pupil is in the latter part of the Second Reader, or at farthest, in first part of the Third Reader.

The method of proceeding should, in the beginning be the objective method, *i. e.* the Object Lesson Method. The words selected should be confined strictly to words representing objects, grammatically classed—they should be nouns. Further, they should, for the first month or so, be words whose objects are familiar to the pupil, also subject to his inspection. The pupil will in such cases make, or frame, his own definition. The process will consist first of the presentation of the object ; second of an examination of its properties, at least, so many as may be necessary to the definition ; third, of the grouping of these properties ; and lastly, of the framing and enunciation of the definition.

As an illustration, suppose the definition of a square is required.

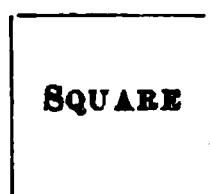
The teacher will procure a piece of square board, shingle, or paper, or draw lines on the blackboard, representing a square, thus :



This done, the class proceeds to describe and enumerate some of its properties thus : *Four sides ; all equal in length ;* (here the teacher or some pupil measures all the sides, proving this equality) : *four corners, i. e. angles ; all right.* (Here the teacher must undertake the difficult task, if it has not before been done, of defining a *right angle*.)

The elements of the desired definition have now all been found and enunciated. The next step is the grouping, or framing of these into convenient form. These will stand thus: 1. Four equal sides. 2. Four right angles. Now, if the pupils have learned the term figure in its geometric sense, they are ready for another combination; namely, a figure having *four equal sides* and *four right angles*. This reached, they are ready for the name, *i. e.* the word representing this figure, which the teacher now gives, namely, a *square*, the pupils all saying *square*. Now the process reversed, the definition is announced in its tersest, and consequently, most convenient form. Thus: *A Square is a figure having four equal sides and four right angles.* (Our geometric readers will bear in mind, that we are not making definitions for mathematicians, else we might announce the definition, thus: A Square—An equilateral rectangle.)

The above done, the teacher may, for the sake of fixing the definition in the minds of the pupils, write the word within the space thus:



After this he should require the pupils to draw a Square on the board, also to point out any squares which they may see in the room, also to name any which they have seen outside of the room. This process converts the exercise into an object lesson—an object lesson in definitions.

By way of suggestion and caution at this point, the teacher will be careful to allow no word whose meaning is not understood, to enter into a definition. Thus to say that a Square is an equilateral rectangle, is no definition at all, so long as either equilateral, or rectangle is not understood. 2. It will be well for the pupils to write short sentences in which the defined words shall be used. Thus, the panes of glass in the windows would be *squares* if their length was equal to their width. The sections marked on the State Map are squares. A like process will be pursued with the definition of other objects; as stove, ink-stand, box, bench, &c.

At this point, the teacher will be careful to discriminate between a definition by *properties* and a definition by *word*. Thus leather may be defined by properties, as follows: Leather is the dressed skins of animals; and by uses, thus: Leather is used in making boots and shoes, gearing for horses, &c. While both of these will often be necessary to secure clearness, the pupil should early be taught to discern the two elements, properties and uses.

After the pupil has had drill sufficient to apprehend in some degree the true idea of a definition, he should have access to the Dictionary. Or rather he should be put in possession of a Dictionary and taught how to use it. The teacher will need all his skill at this point. He must be able to direct in the use of this book, with the same precision and detail as in the use of a grammar. Anything less than this will endanger success. Of the many things to be observed at this point, our space will allow us to name but a few. Among these are :

1. The signs or symbols, indicating the sounds of letters, consequently pronunciation ; the grammatical classification of words ; and the etymology of words. These should all be explained in full and detail.

2. Pupils should be drilled in defining etymologically. They should take the root word and build up from it.

3. They should be taught the logical elements in a definition. In nouns, these elements may be classed as follows : namely, *genus*, *species*, *differentia*, *property* and *accident* ; every definition containing some of these, and some containing all. The following definition of wine contains all these elements ; namely, a stimulating juice expressed from grapes, being sometimes acid. In order to show these elements to the pupil, the definition may be tabulated on the blackboard thus :

Wine ( <i>species</i> ) is a	{	Juice, - - -	<i>genus</i> ,
		Expressed from grapes,	<i>differentia</i> ,
		Stimulating, - -	<i>property</i> ,
		Sometimes acid, -	<i>accident</i> .

Thus the pupil will see that the five elements are represented above, which the teacher may explain somewhat as follows : Juice is a *genus*, there being several species under it, as the juice of apples, of currants, of the sugar cane, &c. Wine is a *species*, it being one among the many juices. Expressed from grapes, differences wine from all the other species under the genus, juice, hence it is a differencing element, a *differentia*. Stimulating, expresses a quality common to all wines, and inseparable from them, hence a *property*. Acid is the result of fermentation, which may or may not occur, hence an *accident*.

Such a drill as this will give a severe accuracy to definitions. And this is the great desideratum, for a definition that is not accurate, is not anything.

To avoid undue length, other points must be omitted. In conclusion we may however say : 1. That every pupil taking a common school course, should receive some special drill in defining words. 2. Every pupil should, early in his school course, be the owner of a

Dictionary, or at least have the free use of one. 3. These dictionaries should usually fall between the extremes of the Primary and the Royal Unabridged, seldom reaching the largest, and never the smallest, this latter being almost worthless for definition. 4. So soon as finances will permit, every school house in Indiana should be supplied with a Royal Unabridged Dictionary, for the joint use of teacher and pupil.

In view, therefore, of the value of Definition, in enlarging the pupil's vocabulary, saying nothing of its agency in developing the delicate and almost spiritual forces of language, we may with safety exhort teachers to give it a prominent place in the work of the school room.

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### APPOINTMENT OF SCHOOL EXAMINERS.

By a provision of the law an appointment of School Examiners is to be made at the June Session of the County Commissioners. A portion of the section of law referred to reads as follows:

"SEC. 33. The Boards of County Commissioners of the several counties shall, at their June session, in 1865, and triennially thereafter, appoint for their respective counties, a School Examiner, whose official term shall expire as soon as his successor is appointed and qualified."

Whereas, this officer exerts, or may exert, great influence over the teachers and over the schools of his county, it is of prime importance that the best available man in the county shall hold the position. We are happy to believe that a large number of Examiners now in office, are in a high degree efficient, yet if there are ten, or if there is but one, who falls short of the measure given above, namely: "*best available man in the county*," we say let him give way to that best available man. This may be a severe ordeal, yet in our opinion the solemn interests of education in our State require nothing less. We trust that the County Commissioners will so see the subject, and will so act.

In all cases, however, in which the present incumbents are efficient and acceptable, changes should not be made, save for the most valid reasons.

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RELIGION, morality and knowledge, being necessary to good government and the happiness of mankind, the means of education shall forever be encouraged.—*Ordinance of 1787.*



## METHODS, EXPERIMENTS, PRACTICES.

## SQUARE AND CUBIC MEASURES.

CANTON, IND., 3d Mo. 17th, 1868.

EDITOR JOURNAL:—W. H. D. in the March number of the JOURNAL, certainly touched the right key as regards the solution of arithmetical problems; but, as he gives us no reason to anticipate a *repetition* of the effort, perhaps a few suggestions on the same subject from an *humbler* source will not be amiss.

In our text books on arithmetic, we find, under the heads of square measure and cubic measure, problems like the following: "How many square feet in a floor 16 ft. long and 12 ft. wide?" "How many cubic feet in a block 4 ft. long, 3 ft. wide and 2 ft. thick?" And for the *solution* of these problems we have the rules:—"To find the area of a rectangular surface, Multiply its length by its breadth?" "To find the contents of a rectangular solid, Multiply together its length, breadth and thickness." Thus, by the very authors who tell us that, "The multiplier is always an *abstract* number, since it merely shows *how many times* the multiplicand is taken," we are taught that "Feet multiplied by *feet* give *square feet*," and that "Square feet multiplied by feet, give *cubic feet*." In these contradictory theories and methods, where is the least advantage, or the slightest trace of common sense? Alas, these stultifying, mechanical rules and practices were enthroned in the school-room when, with the people, not *common sense* but *Federal cents* were the desideratum—when the highest aspiration of the juvenile arithmetician was "*to learn how to do business and not get cheated.*" Each of the problems above stated admits of as clear and rational analysis as any in arithmetic. Thus, if the floor were 16 feet long and *one* foot wide, it would contain 16 *square feet*; but it is 12 feet wide; hence it contains 12 *times* 16 square feet, or 192 square feet. Again, if the block spoken of were 4 feet long and *one* foot wide, its base would have an area of 4 square feet; but it is 3 feet wide; hence the base has an area of 3 *times* 4 square feet or 12 square feet; and since on each of these square feet, one *cubic* foot might stand, [therefore] if the block were one foot *high* it would contain 12 *cubic feet*. But it is 2 feet high, hence it contains 2 *times* 12 cubic feet, or 24 cubic feet.

This analysis may not be free from imperfections, but we claim that it is far superior to the method of solution first described, and substantially in accordance with the principles of *intuitional instruction*.

W. P. P.

## A ROLL OF HONOR.

MR. EDITOR:—Having tried the following plan for keeping my School Records, with very beneficial results, I send it to you. If you think it of any practical value to younger teachers, you may insert it in the JOURNAL.

I keep four rolls: First, for attendance at Chapel exercises in the morning; Second, for attendance at recitations; Third, for merit of recitation; Fourth, for deportment. For perfection in any one of these, a student can place himself upon the "Roll of Honor;" but his grade of honor is in proportion to the number of these in which he is perfect. If he is perfect in all four he is placed upon a fifth roll, called the "Roll of Rolls," which gives the highest honor a student can aspire to in the Institution.

At the close of each term, this record is carefully prepared, and read to the public. The students and their friends take great interest in this publication; and it is worth all the "Rules and Regulations," that I have ever before tried. I have used it for some time, and with improved results each term. It takes a *good* student (*good in many respects*) to reach the "Roll of Rolls." The first term that I gave it a trial, there was not a single student that reached it, out of some seventy-five in the higher department of our School. The next term three gained it. Since then as high as twelve have succeeded.

The following, in brief, shows the results during the last term:

Present at every recitation,	-	-	-	37	per cent.
Present at Chapel,	-	-	-	34	" "
Perfect in recitation,	-	-	-	28	" "
Perfect in Deportment,	-	-	-	40	" "

Number upon the "Roll of Rolls," eleven.

Yours truly,

O. H. SMITH.

Rockport Collegiate Institute.

RUTTAN'S VENTILTION.—Next number of the JOURNAL will contain a cut of a transverse section of a house, showing the air-path from the point of its ingress to the point of its egress in a building ventilated by the Ruttan System. By this means we hope to aid trustees in reaching conclusions concerning this system.

BIOGRAPHICAL.—We hardly need call the attention of the reader to the interesting biographical sketch of that able man and distinguished educator, Dr. Wylie.

## TRUTH TELLING.

[The following beautiful and touching account we copy from an exchange. We submit that this, if read to the pupils under favorable circumstances, may be like good seed sown on good ground which shall in due time bring forth the golden fruit of truth-loving, sentiments and purposes.—ED:]

A little girl, nine years of age, was offered as a witness against a prisoner, who was on trial for a felony committed in her father's house.

"Now, Emily," said the counsel for the prisoner, upon her being offered as a witness, "I desire to know if you understand the nature of an oath."

"I don't know what you mean," was the simple answer.

"There, your Honor," said the counsel, addressing the court, "is there anything further necessary to demonstrate the validity of my objection? This witness should be rejected. She does not comprehend the nature of an oath."

"Let us see," said the Judge. "Come here, my daughter."

Assured by the kind tone and manner of the Judge, the child stepped toward him and looked up confidently in his face, with a calm, clear eye, and in a manner so artless and frank, that it went straight to the heart.

"Did you ever take an oath?" inquired the Judge.

The little girl stepped back with a look of horror, and the red blood mantled in a blush all over her face and neck, as she answered—

"No, sir."

She thought he meant to inquire if she had ever blasphemed.

"I do not mean that," said the Judge, who saw his mistake, "I mean were you ever a witness before?"

"No, sir, I was never in court before," was the answer.

He handed her the Bible, open.

"Do you know that book, my daughter?"

She looked at it and answered, "Yes, sir, it is the Bible."

"Do you ever read it?" he asked.

"Yes, sir, every evening."

"Can you tell me what the Bible is?" inquired the Judge.

"It is the Word of the great God," she answered.

"Well, place your hand upon this Bible, and listen to what I say;" and he repeated slowly and solemnly the oath usually administered to witnesses.

"Now," said the Judge, you have sworn as a witness; will you tell me what will befall you if you do not tell the truth?"

"I shall be shut up in the State Prison," answered the child.

"Any thing else?" asked the Judge.

"I shall never go to heaven," she replied.

"How do you know this?" asked the Judge, again.

The child took the Bible, and turning rapidly to the chapter containing the commandments, pointing to the injunction, "Thou shalt not bear false witness against thy neighbor." "I learned that before I could read."

"Has any one talked with you about your being witness in court here against this man?" inquired the Judge.

"Yes, sir," she replied. "My mother heard they wanted me to be a witness, and last night she called me to her room, and asked me to tell her the Ten Commandments, and then we kneeled down together, and she prayed that I might understand how wicked it was to bear false witness against my neighbor, and that God would help me, a little child, to tell the truth as it was before him. And when I came up here with father, she kissed me, and told me to remember the ninth commandment, and that God would hear every word that I said."

"Do you believe this?" asked the Judge, while a tear glistened in his eye, and his lip quivered with emotion.

"Yes, sir," said the child, with a voice that showed her conviction of its truth was perfect.

"God bless you, my child," said the Judge, "you have a good mother. This witness is competent," he continued. "Were I on trial for my life, and innocent of the charge against me, I would pray God for such a witness as this. Let her be examined."

She told her story with the simplicity of a child, as she was, but there was a directness about it which carried conviction of its truth to every heart. She was rigidly cross-examined. The counsel plied her with infinite and ingenious questionings, but she varied from her first statements in nothing. The truth, so spoken by that little child, was sublime. Falsehood and perjury had preceded her testimony. The prisoner had intrenched himself with lies, till he deemed himself impregnable. But before her testimony falsehood was scattered like chaff. The child, for whom a mother had prayed for strength to be given her to speak the truth as it was before God, broke the cunning devices of matured villainy to pieces like a potter's vessel. The strength that her mother prayed for, was given her, and the sublime simplicity—terrible, I mean, to the prisoner and his associates—with which she spoke was like a revelation from God himself.

## TERRE HAUTE SCHOOLS.

A short time since we spent the most of a day in the Terre Haute schools. Though we heard recitations in several branches, we do not deem it necessary to particularize save in a few cases, and in these only to a limited extent. Of these we notice,

1. *A class in Composition*.—The grade was B Primary; the theme, a picture in the Second Reader. The picture, like any other theme, is studied, i. e., inspected, and afterward described. This is essentially the object lesson method, the picture being the object.

The description was, in a high degree, full, minute, and accurate. The pupils, following nature's promptings, confined themselves almost exclusively to description, only in rare cases venturing to give opinions, or phrased otherwise, to express judgments. Herein the class beautifully exemplified nature's law; namely, that *observation* precedes judgment.

After the recitation of the regular lesson, certain members, at our request, gave oral descriptions of certain pictures, pictures about which they had read, also about which they had not read. In this they succeeded far beyond our expectations, and, if it would not savor of praise, we would say, admirably.

In order to make this objective method more objective we suggested that some boy who had tough enough in him to stand it, should take his position on the rostrum, and thus become the object for description, i. e., the theme for a composition. Such was done; and, reader, you may rest assured, it was a live composition, on a live theme, by a live class. With great confidence we, therefore, commend this method of composition; not, however, to the exclusion of other methods, but as one among others. It is natural, simple effective.

2. *Reading*.—The reading that we heard was all good, and, in some cases, superior for the age of pupils and grade of class. Articulation and deliberation were prominent characteristics.

3. *Spelling*.—We heard some spelling that was good, and some barely creditable. The methods were those usually pursued.

4. *Definition*.—In one of the grammar rooms we heard a class in definition. The exercise was interesting, and the work well done by pupil and teacher. A portion of the method pursued was given by this same teacher in the January number of the JOURNAL, hence need not be repeated here.

5. *Writing*.—We saw one class writing on slates. The results seemed good, yet we distrust a habit which they were forming, namely, the holding of the pencil without regard to position of hand or fingers. This, we believe, objectionable, even though the

pupil used nothing but slate and pencil. Applying the old aphorism, "It is much easier to learn good habits than to unlearn bad ones," we believe that whenever the pupil commences writing, the effort at correct pen or pencil holding should also commence.

6. *Drawing*:—In several rooms we saw fine specimens of drawing on the blackboard. Some of these would have reflected credit upon pupils of riper years.

7. *Miscellany*:—Number of male teachers, 8; female teachers, 26. Of the male teachers, two teach German and one music. The highest wages paid per annum to female teachers is \$700; lowest, \$450. The salary of the High School teacher, W. H. Wiley, is \$1100; of the Superintendent, J. M. Olcott, \$2,000. Eleven pupils will graduate from the High School at the close of the year. The number of buildings is 5; number of rooms, 31; all warmed by furnaces.

8. *Conclusion*:—Judgments based upon limited observation must be given with caution. Appreciating this fact in its fullest force in the case before us, we may venture no further than to say, the facts observed give evidence, in the main, of a high degree of order, skill, and efficiency in both instruction and supervision.

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### WAYNE COUNTY SCHOOLS.

From reports of the School Examiner of Wayne county, made to the County Board, and printed in the *Telegram*, we extract the following facts and statements.

1. Richmond has school room for only about one-half of her children, "and about six hundred attend school in houses unfit to be used for school purposes."

2. The Examiner gives it as his opinion that the schools of the rural districts are making but little advancement. This is his language: "There are no records anywhere, showing that the schools are any better classified, or that the per cent. of attendance is improving from year to year. No positive evidence that they are aiming any higher in the quality or quantity of the instruction they give, that they create any stronger appetite for knowledge, or that they are laying the foundation of a sound education, where alone it can be laid, in a faithful and skillful primary instruction."

Concerning the qualification of teachers he speaks as follows: "About twenty per cent. of those engaged in the county the last year had taught in other counties, but had never taught in this county before. About twenty-five per cent. had never taught before anywhere.

About sixty per cent. had never attended a Teachers' Institute more than five days, and about thirty per cent. had never attended at all. nor given any attention whatever to the study of the principles of teaching as a science. About one in fifteen had ever taught in the same place before."

We know Mr. Brown to be a very candid man, and we believe he will state his case fairly, even though that statement be unsavory: hence we are constrained to accept the above as correct, even though it throws some shadows where we did not expect them.

He makes the following valuable suggestions to the Commissioners: "You will excuse me for making the following suggestions: *First*—That the tax for school house purposes in the various corporations. be fixed at an amount that will yield funds enough to put the school property in good repair in a reasonable time, and that endeavors be used to keep it so. *Second*—That Trustees be encouraged to levy such additional tax for tuition purposes, under the law authorizing the same, as will keep the schools open in the country districts at least six months. *Third*—That an arrangement be made between your Honorable Board and the Trustees of the several townships and incorporated towns, to extend the time that the Examiner may work in the schools, to at least six months, and to increase his pay accordingly. *Fourth*—That you give all encouragement in your judgment proper to Teachers' Institutes, for normal instruction in our county."

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**THE LAW APPROVED.**—It will be borne in mind that at the last session of the Legislature a law was passed authorizing the levying of taxes in cities, towns, and townships, for purposes of tuition in the public schools. Whereas a decision adverse to this system had been given by the Supreme Court, in 1857, it was believed that suit would be brought against the constitutionality of this act. But greatly to the gratification and encouragement of the friends of public schools, no suit has as yet been brought. As the tax paying season for the current year closed on April 20th, and as several corporations have been taxed under this act, we are led to the gratifying conclusion that the law stands approved. In other words, that all are so impressed with the necessity of education, that they readily accept the law providing for increased educational privileges, without questioning its constitutionality. This is truly encouraging, and if this act shall remain operative, it, in conjunction with other provisions now in force, will furnish the means by which the schools throughout the State, can be brought to an average length of *six months* per annum, in the year 1870.

**METEOROLOGICAL.**—The State University has recently procured and arranged for use, a Barometer, Hygeometer, and Anemometer, by means of which daily observations are made. Through the favor of Professor Dodd, we hope to be able to present our readers with monthly reports of these observations. Owing to the fact that the JOURNAL is issued before the close of the month, these reports cannot appear until one month after their date.

The following is the report for March, 1868 :

Mean Temperature,	- - - - -	46°.91
Maximum Temperature,	(15th, Sunday,)	72°.1
Minimum Temperature,	(3d, Tuesday,)	13°.5
Warmest Day,	(16th, Monday,)	67°.33
Coldest Day,	(3d, Tuesday,)	19°.47
Barometer, Mean Height,	- - - - -	29.178 in.
“ Highest,	(4th, Wednesday,)	29.629 in.
“ Lowest,	(1st, Sunday,)	28.251 in.
Relative Humidity, (1.00 denotes complete saturation of the air,)	- - - - -	.67
Amount of Rain,	- - - - -	7.58 in.
Cloudiness, (10 denotes entire cloudiness,)		6.4
Velocity of Wind per hour, (estimated,)		5.18 miles.
Prevailing Winds, South and South-West.		

From the above report it will be seen that March has been marked by few of its usual characteristics.

It has been a warm month, the mean temperature being nearly six degrees higher than the average for this State.

The warmest day was warmer than any hitherto noted in this State, except for some towns along the Ohio River, and warmer than is usual for them.

The amount of Rain is nearly three times the average, for this month, in this State, and more than three times the usual amount.

The Month has been more than half cloudy, the average being less than half.

The prevailing winds have been gentle, and from a warm quarter.  
*Indiana State University, Bloomington, Ind.* D—.

**PUTNAM COUNTY.**—Professor Rogers, the Examiner, has opened an interesting, and what promises to be an able, educational column in the *Putnam Republican Banner*. He has also called a meeting of the teachers, for the purpose of organizing a County Teachers' Association. This is progress.



**COLLEGE ATTENDANCE.**—We have recently obtained the following facts concerning the winter term's attendance in some of the colleges of the State :

Asbury University, 269—Seniors, 24 ; Female students, 4.

State University, 250—Seniors, 16, Law graduates, 12 ; Female students, 19.

N. W. C. University, enrolled within the year, 206—Seniors, 11 ; Female students, 45.

*Indianapolis Female Institute*, (Baptist,) 131—Seniors, 12.

*Indiana Female College*, (Methodist,) 125, in actual attendance—enrollment for the term, 160.

In next issue we will give the commencement days of so many of our colleges as the facts that may come into our hands will warrant. Professors or Presidents will oblige us, and perhaps several of our readers, if they will forward information.

**ARTICLES DECLINED:**—The following, though not without merit, are declined :

"*Closing Address before a School*" contains valuable and sound doctrine ; but the style is too diffuse for print.

"*Article on Spelling*" has several practical points, but lacks precision in statement in some cases ; additional, the writer failed to furnish us his name. This, alone, would prevent the publication of an article which criticises the production of another contributor. We should be pleased if the author would give this a second moulding and shaping, and then forward it and his name.

Poetry, "*Hope and Despair*," is not particularly adapted in theme to our journal, and is by no means in the author's happiest vein. To each we would say, *sharpen* your pen and try again. The ability to write is usually a result of *labor* rather than of *genius*.

**SHELBYVILLE**, enumerated last fall 736 children, and now reports an enrollment of 771. Well done ; over 100 per cent. of all the children in school ! Without any desire to mar the above compliment to Shelby, we might say, *soto voce*, to the Superintendent, some of the children may have forgotten to report their ages when they applied for admission.

**LECTURES ON NATURAL SCIENCE.**—Prof. Tingley recently delivered a series of interesting lectures on Natural Science, before the pupils of some three of the schools in this city. He illustrated these lectures in an admirable manner by the use of his superb Oxy-Hydrogen Microscope.

**CENTENARY CONTRIBUTIONS.**—As reported by an exchange, the Centenary contributions of the Methodist Church in Indiana, last year, amounted to \$532,037.93. A considerable portion of this was for educational purposes.

**PAPER HOUSES.**—From the *Greensburg Standard* we obtain the following:

"Messrs Cooper & Yarnell, builders, of Philadelphia, are now erecting a hotel at Kane, near Erie, Pa., in which thick, strong paper is used to form the walls and ceilings in lieu of lath and plaster—the paper being put upon a backing of common hemlock boarding. By this new and improved method all the walls and ceilings of a good sized house can be put up in a very short time, as well in the winter time as in summer, no drying being required. Beside, the paper walls and ceilings are much cheaper than the lath and plaster."

**MATRIMONIAL.**—On the 7th ult., Pleasant Bond, and Miss Mattie Willson, of Indianapolis, were united in matrimony. Miss Willson was formerly a teacher in the public schools of Indianapolis, and Mr. Bond, formerly School Examiner for Marion county, is now a teacher in the public schools of Toledo, Ohio.

It should be a pleasant union which is held by a *Pleasant* Bond.

Two worthy ones have met: and it is prayed that the shadows which may cross their hearts and paths, may be few and light.

**WISE AND UNWISE.**—He is wise who knows and *knows* that he knows; he is in the way to wisdom who don't know and *knows* that he don't know; but he is hopelessly unwise who don't know, and does not *know* that he don't know.

**CURRENCY.**—The total paper currency of this country is reported at \$700,000,000. It is not, however, reported how much of this is in the hands of teachers!!

**FOR SALE.**—We can furnish any one, desirous of attending a First-Class Commercial College, located at Indianapolis, with a Scholarship at a cost much below the usual price.

DOWNEY & BROUSE.

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## FROM ABROAD.

HON. E. D. MANSFIELD, of Ohio, is writing the Life of General Grant.

THE NORMAL School Building of Nebraska, located at Peru, is reported as nearly completed.

AN Exchange says, A. B. Weaver has recently been appointed Superintendent of Public Instruction of New York, vice Hon. V. M. Rice.

PROF. G. A. CHASE, Principal of the Female High School of Louisville, Kentucky, has resigned the position to take the agency of the Masonic Widows' and Orphans' Home.

HARTFORD, Connecticut, has a School House under progress which is estimated at a cost of \$150,000.

THE FEBRUARY number of the *Minnesota Teacher*, is graced by a handsome engraving of the High School building at Winona, Minnesota.

NATIONAL ASSOCIATIONS.—From the Ohio Educational Monthly, we learn that the three National Associations, namely, Superintendents, Normal and Teachers, will meet at Nashville, Tennessee. Time will be announced soon.

MISS JENNIE PATTEN, has recently been appointed Superintendent of the schools in Putnam, Ohio. Fogies don't be alarmed!

LONGEVITY.—Statistics deemed reliable, show that the average duration of life in Switzerland has, since 1530, increased from twenty-one years to forty-five years. Here is a grand problem of causes in social science. Who will explain to us degenerate Americans this wiser method of living?

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## BOOK TABLE.

VENTILATION AND WARMING OF BUILDINGS, illustrated by fifty plates, exemplifying the exhaustion principle, to which is added a complete description and illustration of the Ventilation Railway Carriages; By Hon. Henry Ruttan. New York: G. P. Putnam.

The author of this book, is a Canadian, now resident of Coburg, on the western shore of Lake Ontario. He states in his preface that he began his investigations as early as 1843.

The book bears the evidence of an earnest, honest mind laboring to discover the truth and to promulge the same for the benefit of his fellow men. He is, therefore, plain and direct in his language, careless of scholarly elegancies, and at times vulnerable to literary criticism. On the other hand, he is remarkably clear in statement. Any one who can read and understand an ordinary newspaper article

can understand this work. Herein is the chief excellence of its make-up. The engravings, fifty-four in number, are artistically elegant, and admirably expressive of the fact to be illustrated. They show the reader every phase of the ventilating apparatus.

Of the details of this system, it is not our purpose now to speak. Some facts showing the *modus operandi* of the system, were given in the last number of the JOURNAL, to which the reader, seeking fuller information, is respectfully referred.

We may, however, say, in general terms, that the observed facts prove the system effective, in all fairly tested cases, and consequently by the *a posteriori* argument, prove the principles correct, i. e., philosophic.

These true, it is not too much to express the desire that every one who intends to build a house, large or small, public or private, should examine this system before proceeding with his building.

GUYOT'S PRIMARY GEOGRAPHY, an introduction to the Study of Geography. Published by Charles Scribner & Co., New York.

This work announces itself as an "Introduction to the Study of Geography," aiming, says the author, to do four things:

1. To fill the mind with vivid pictures of nature.
2. To give the pupil as correct conceptions as possible, of certain geographical forms, with the names of same.
3. To give him an idea of representing portions of the earth's surface by maps.
4. To awaken the desire for the study of Geography.

As a means to this end the author uses a series of imaginary journeys, illustrating certain portions of these by handsome and expressive pictures.

We are of the opinion that the means employed, accomplish very effectively the first and fourth ends proposed. If the book be properly used by a skillful teacher, it cannot fail of accomplishing these results. We are, however, of the opinion that there is a larger amount of matter than is necessary to these results, hence possibly a consumption of the pupils time, which may not be the best. On the other hand we are of the opinion that the second and third objects proposed, are not very effectively accomplished.

Whatever may be the extent to which the proposed objects are accomplished, we feel quite sure the work will be in a high degree interesting. These journeys appeal directly and potentially, to the child's imagination, and to his love of novelty and variety; hence will awaken an intense interest.

**METEORIC ASTRONOMY**, a Treatise on Shooting Stars, Fire Balls, and Aerolites. By Daniel Kirkwood, LL. D., Professor of Mathematics in Indiana University.\* Philadelphia: J. B. Lippincott & Co., 12 mo. pp. 129.

The author collects and classifies the leading facts and theories now known on this interesting subject. These facts he presents in a manner at once clear, methodical, and attractive. He does not seem ambitious to thrust his own opinions upon the reader, and when he does present these opinions he does not confuse you by arguments long and inclusive. In brief, he presents an interesting theme in a highly interesting manner.

The following are some of the subjects considered:

Meteoric Rings, Aerolites, Meteoric Dust, Meteoric Theory of Solar Heat, Origin of Meteors, Nebular Hypothesis, &c.

The mechanical execution of this book is superior, the type clear, paper firm, and covering tasteful.

\*When this work was published, the author was Professor of Mathematics in Washington College, Pennsylvania, but is now, as above stated, Professor of Mathematics in Indiana University.

**MAGILL'S INTRODUCTORY FRENCH READER**.—I have just finished the examination of this volume, and attained the conviction that among all the works of this kind challenging adoption by teachers in this growing department of public instruction, this is far in advance.

Its whole arrangement embodies proper gradation; its introductory part is well adapted to the *status* of beginners; the style and tenor of the conversations are chaste and easy of comprehension; its "selections" judicious and classic; its notes and references to his excellent grammar sufficiently full and convenient; and its vocabulary, a *non-pareil*. I shall adopt it at my earliest convenience, and do not hesitate to recommend it to all earnest teachers and students of this polite language.

Prof. S. K. HOSHOUR,  
*North-Western Christian University.*

**NELSON'S COMMON SCHOOL ARITHMETIC**, designed for the lowest classes as well as the highest, containing the application of Arithmetic to the general business of life, also containing a table of weights and measures; By Richard Nelson, President of Nelson's Business College. Cincinnati: R. W. Carroll & Co.

This work, so far as we have been able to discover, possesses the following characteristics: 1. Practicalness in commercial business; 2. Brevity in rules and explanations; 3. A valuable table explanatory of business terms; 4. Fullness in examples for practice. In this latter element it is indeed, *multum in parvo*.

In addition to the above, though it may require the accompaniment of a primary, it gives indication that it is not to be expanded into an extended series.

**HARPER'S WRITING BOOKS, with Marginal Drawing Lessons.**

The peculiar feature of these books, so far as we can discover, is the provision for Drawing Lessons. Copies for drawing are placed on the lateral margin of the book.

Whether this is a special gain over separate drawing cards we are not prepared to say. We may, however, say that Drawing and Penmanship are *kin*, both belonging to the family of the Fine Arts. Whether presented in the same book or not, they should, in a certain degree, be presented together. If not mutual dependents, they are mutual assistants.

**THE LITTLE CHIEF** is one of the most tastefully illustrated Juvenile papers that comes to our table. It contains matter highly interesting and instructive for the young. It is published monthly by Dowling & Shortridge, Indianapolis, at 75 cts. per annum.

**PACKARD'S MONTHLY**, an American Magazine, is a sixteen paged folio, published at New York, at \$1.00 per annum.

# INDIANA SCHOOL JOURNAL.

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## HYGIENE IN THE SCHOOL ROOM.

BY PROF. RYLAND T. BROWN, M. D.

The preservation of health must be a paramount consideration in every rational system of education. To whatever extent the mental faculties may be developed and strengthened, or the taste cultivated and refined, yet the power to do, and to enjoy is wholly involved in the question of health. The most gigantic intellect, cultivated to the utmost verge of the possible, stored with all the lore of ancient and modern sciences, and polished by all the approved processes of refined society, is worth absolutely nothing when its owner is a confirmed invalid. With this palpable fact before us, how little care is taken or anxiety manifested to secure this priceless treasure—a vigorous constitution, habitually enjoying good health. The majority of people do not seem to understand that health is subject to fixed and uniform laws, as other physical phenomena are. On this subject even wise men are yet groping in the superstitious twilight of the middle ages.

A boy of fine promise devotes seven or ten years to close confinement in the school room under the goad of all the stimulants that can be employed to intensify his

application to study, and, at the end of this period, he graduates, perhaps with the first honors of his class. But his slender form, his narrow chest, his pale face, with, perhaps, a hectic flush on his cheek, are unmistakable premonitions of an early grave—prophecies soon to be resolved into gloomy facts, when the grave closes this brief career of preparation for duties never to be performed, and honors never to be enjoyed. People talk mysteriously about the strange and inscrutable dispensations of providence, as if the event was not to be accounted for on any natural principle, or referred to any known cause.

Health has its laws; and disease, though often unavoidable, is seldom or never an accident. On the faithful observance of these laws during the period of growth, will depend to a great extent, the habit of good or bad health which shall mark the whole afterpart of life. But this matter, through the greatest number of these years, must be entrusted to nurses, parents and teachers, as the individual can hardly be entrusted safely with a matter of such transcendent importance while in his minority. Yet the duty of raising and presenting to their country a healthy, vigorous and effective race is a duty that parents hardly recognize as resting on them; much less do teachers feel the obligation to present to society a class of educated men and women capable of *doing* as well as *knowing*.

Leaving, for the present, the duties of the nurseries to the care of parents, we turn to the relation of teachers to their pupils in regard to the cultivation and maintenance of such habits of life as will secure to the young the enjoyment of the highest health that their physical constitutions are capable of. The late provision of the Legislature of Indiana, introducing a knowledge of physiology among the qualifications of common school teachers, was of more importance as a qualification to take the proper care of the health of scholars, than as a mere ability to teach that science in the class. Our character and manner of living depend more on the *habits we form*, than on the knowledge we acquire at school. Men



deeply schooled in the science of physiology are not the most celebrated for their strict observance of the laws of health. Here, as everywhere else, to *know* and to *do* are not synonymous. And while I would not say a word to discourage the study and teaching of physiology in the public schools, I would insist on the duty of the teacher to correct the habits of all classes of pupils intrusted to his care, so that the laws of health shall be habitually observed, whether the scholar understands the physiological reason demanding such observance or not. Personal habits of cleanliness and neatness should be insisted on, not merely for the sake of appearance, but because such habits are very intimately connected with health and comfort. The habitual use of tobacco, in various forms, has impaired the health and undermined the vital force of more persons in the present age than any other agent as little suspected of mischief. Like other narcotics, its first effect is to diminish sensibility, and place its unfortunate victim in a world measurably unreal, and render him, in a degree at least, insensible to the real condition of his own health. Scarcely any person can be found who will not admit that the use of tobacco is a foolish, troublesome, expensive and worthless habit; and this includes as well those who have contracted the habit as those who have not. But few, however, of those who suffer from "the weed" are aware that it is impairing their health, paralyzing the nervous energy, and inducing premature old age. Indeed while under the influence of the narcotic they feel better, better because they *feel less*; for exhilaration is nothing but diminished sensibility, as any one may prove who will observe the first effect of chloroform, or nitrous oxide. The exhilaration of a "good Havana" differs from this, not in kind, but in degree only. I have taken care to enquire of those who use tobacco, to learn at what age the habit was contracted, and discover that a very large majority began to "use the weed" before they were twenty years of age, and of those who at a later period of life contracted the habit, but few continue to be its victims to old age.

From these facts we may safely conclude that the earlier in life the habit is formed, the stronger it holds its victims, and the more nearly impossible its abandonment becomes. This, however, is but following the law of habit in general, but it teaches a very significant lesson—it suggests the great importance of giving early attention to the formation of habits. Here a very little prevention is more effectual than a great effort at cure. Let the influence of the teacher in all his intercourse with the pupils be directed towards the corrections of any injurious habits that may be forming while yet these have acquired but little strength and may be easily corrected. In this particular case the teacher should hasten to correct the false notion that it is manly to puff a cigar, or to take a quid. He should not only present the habit in its true character, as a low, vulgar, and filthy practice, but he should faithfully warn his youthful charge of the inevitable injury they will inflict on their general health, and on the energy and the effective force of the nervous system in its complex relations to the physical, mental and moral manhood. If the teacher possess that influence which a teacher may, and should acquire over his pupils, arithmetic could hardly compute the good to humanity that must accrue from a faithful and patient use of that influence in discouraging this pernicious, but widely prevalent habit.

All we have said concerning the habit of using tobacco, and more than we have said, we would repeat with ten fold emphasis with regard to the use of spirituous liquors in all their protean forms. If a teacher labors a whole year and succeeds in planting firmly in the mind of a pupil the one idea of the dangerous and seductive character and ruinous effects of alcoholic drinks, and does no more than this, he has done a work of which he may be justly proud. But the duty of the teacher in the premises is too obvious to need further remark; and I am proud to say that since we have so very generally introduced into the public schools female teachers, who never expect to ask for votes in certain quarters, this duty is very faithfully performed.

Though the questions of dietetics scarcely enters into the discipline of the school room, yet its very intimate connection with the establishing of sound health and a good digestion would seem to point to this as an appropriate field of labor for the teacher, entrusted with work of developing the coming man. There is, at least, one pernicious habit into which children are apt to fall, and in the exercise of which parents too often indulge them, which a skillful teacher may do much to break up—I speak of the habit of taking food piece-meal or by lunches. After the age of five or six years is attained, children, like grown persons, should be taught to take their food at regular meals about six hours apart, (excepting the hours of sleep,) and the interval should be one of perfect abstinence from food. The habit of taking pieces every hour in the day keeps the stomach incessantly at work all day long, and, being an involuntary organ, it gives no warning of its state of exhaustion, by a conscious sense of fatigue, and, consequently, the habit is persisted in till confirmed dyspepsia is the result. Multitudes who suffer from a feeble and imperfect digestion, with the frightful catalogue of nervous derangements which follow in its train, and which may be traced directly to this vicious habit of taking food, never even suspect the true cause of their miserable health. To give proper lessons of instruction on this subject is no unimportant duty of a teacher; and to enforce these lessons, by prohibiting any indulgence in pieces of cakes, &c., at recess, is equally his duty. But the taking of food is not all that children should be taught to reduce to regular, systematic habit. Labor, amusement and rest should have their regular periods, and no ordinary event should be permitted to disturb this regularity.

There is, however, another relation in which the teacher becomes more directly responsible for the health of pupils, than even by the lessons which it is his duty to teach. The temperature and ventilation of the room, and the amount and kind of physical exercise the pupils take, are matters wholly in the care of the teacher. If school rooms are warmed by stoves, care should be taken that

the stove is placed nearly on a level with the floor, otherwise the air next the floor will receive but little heat from the stove, for the tendency of heated air is always to ascend. Children sitting with their heads in an atmosphere heated up to 70 deg., and their feet plunged into a stratum of air down to 40 deg. could hardly fail to be seriously injured in health. School rooms, in the winter season, are generally heated too highly, and the same may be said of family living rooms throughout this latitude. A room heated to 70 deg., with the outdoor temperature at zero, a change from the one to the other is testing the human powers of accommodation to vicissitudes too severely. Every school room should be furnished with an accurate thermometer, and during the cold season the temperature should be maintained at as near 60 deg. as possible. Persons accustomed to a higher temperature will at first complain of this low standard, but a proper accommodation of the clothing, and a little time will reconcile the feelings to it, and the vigor and energy of both body and mind will be greatly improved, besides avoiding the liability to injury of the functions, both of the lungs and skin, on going into the cold air of out-doors.

The proper ventilation of school rooms, though in theory a very plain matter, yet, practically, it presents one of the most difficult questions that the educationist is called on to solve. A school room, if the highest degree of health is sought, should have all the air in the room changed at least every twenty minutes. To succeed in doing this, and yet maintain a comfortable temperature, and not subject any of the scholars to drafts or currents of air, is a task not very easily accomplished. If the ventilation is left to the care of the teacher it is almost certain to be neglected in the press of other duties, even if he knows and wills to conduct the matter properly. But, perhaps, a majority of teachers do not appreciate the importance of pure air in the business of the school room, and the penalty of this ignorance falls with terrible effect on the health and progress of the scholars. All this is true, and, like other truths, is easily

said, but the infallible remedy has yet to be discovered and applied. If a constant current of air, at the temperature of 60 deg., could be forced into the room above, the heavier carbonic acid generated in the breathing would escape through apertures at the floor to give place to it necessarily. Some years ago I proposed to the Teachers' Association of this State, the plan of a stove to accomplish this object, but up to the present the stove has not been constructed, nor has any other general plan of ventilation been substituted for it.

The amount and kind of exercise proper and, indeed, necessary for the development of healthy and vigorous bodies, is a subject less understood, and less heeded than any other pertaining to the duties of the school room. This ignoring of one of the first laws of physical and mental development is not always the sin of the teacher. There is not, perhaps, half a dozen school districts in the State of Indiana, where a teacher could conform strictly to the requirements of the laws of health in the division of the time of his scholars between study and play, and yet retain his position. Parents often demand eight hours confinement to study, with but an hour of noon intermission, and but a ten minutes recess forenoon and afternoon, in each day; and yet, when *they* go to church, if the sermon demands their attention, and a continuous mental effort for an hour, the minister is in imminent danger of a lecture on long sermons. Now if parents find it difficult and irksome to fix the attention closely for an hour once in seven days, is it reasonable that they should demand of their children a continuous mental effort of two hours, and that repeated four times each day for five days in the week? But an adult will bear confinement to one position, and steady mental application much better than a child. I have long been convinced that at least half the time spent in the school room is wasted—worse than wasted, for the scholar in his vain efforts to master his task with a mind fatigued and exhausted, becomes discouraged and loses confidence in his powers to accomplish the labor assigned him. One hour of consecutive study is the longest time consistent with health

and economy of effort. Even this rule is applicable to larger scholars only—smaller children will require the time to be reduced. At the end of each hour, at most, a recess of fifteen or twenty minutes should be devoted to active exercise. This should not be merely a *permission to exercise*. The teacher should require all to join in the play, and see that his requirements were faithfully executed. This exercise should be in the open air when the weather will at all permit. When it will not, then throw open the windows, and let all the school form in ranks, and promenade the aisles to the stirring music of some brisk air chanted by the whole school. This over, the scholars are ready to return to their tasks with minds cleared of the fog that had begun to gather on them. While we complain of the unreasonable demands of the public with regard to the hours of study, we complain not as those that are without hope. Within our own recollection a very decided progress in this matter has been made. We remember with horror, even now, the ten terrible hours, each day, in the old log school house, with but an hour at noon, and no recess! But the world is moving; and, in this matter, we rejoice to know that it moves in the right direction.

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“As the twig is bent, the tree is inclined.”

Let no teacher neglect the profound philosophy contained in the above line. It is of incomparably more importance to ~~fix~~ correct habits than to *announce* correct theories. Almost every tobacco chewer's and every liquor drinker's theories are right, but their habits are solemnly wrong. Teach the child to know the right, then help him the right to pursue. Bend the twig to the right, and to the same the tree will be inclined. Youthful theories often evaporate in after life; but youthful habits develop into strong forces, crystalizing, if good, into a nobler manhood; if evil, into a more stolid brute-hood.—*Anonymous*.

## REMARKS ON SOME WORDS COMMONLY REGARDED AS PREPOSITIONS.

BY PROF. NOBLE BUTLER.\*

*According to, bating, concerning, during, excepting, notwithstanding, pending, regarding, respecting, saving, touching, save, during, except, but, out of.*

The form of most of these words shows them to be participles. They may be construed as participles even where they are generally regarded as prepositions.

ACCORDING TO.—“The sentinel, according [conforming] to command, stood before the gate.” *According* is a participle belonging to *sentinel*. “According [conforming] to his instructions, he proceeded on his journey.” *According* is a participle belonging to *he*. “This course is not according [conforming, agreeable] to law.” *According* is a participle belonging to *course*. “Hast thou, according to thy oath and bond, brought hither Henry Hereford?” “Our zeal should be according to knowledge.” “The people might assemble in due and decent manner according to their several degrees and orders.” In this passage *according* may be regarded as belonging either to *manner* or to PEOPLE. “Formally, according to our law, depose him in the Justice of his cause.” Here the participle *according* is modified by the adverb *formally*, and belongs to *you*, the subject of *depose*.

Sometimes *according* may be regarded as belonging to a noun understood; as, “Welcome him [in a manner] according to his worth;” “I will use them [in a manner] according to their desert;” “I will praise the Lord [in a manner] according to His righteousness;” “Have mercy upon me [in a degree] according to thy loving-kindness;” “We will our celebration keep [in a manner] according to my birth;” “I love your majesty [in a degree] according to my bond.”

In any case, *according to* should never be parsed as one word. If *according*, in the last examples, is not a participle belonging to a noun understood, it is an adverb, and not part of a preposition. Thus *according*, in the

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\*Author of Butler's English Grammar.



last example, may be regarded as an adverb modifying *love*. If *according to* is to be considered as a preposition *contrary to* must also be placed in the list; for the latter expression is employed in precisely the same way as the former; as, "I will use them *contrary to* their desert;" "Though he pretends to act *according to* his instructions, he is acting directly *contrary to* them."

CONCERNING.—"He expounded the things which *concerned* himself." "He expounded the things *concerning* [regarding] himself." *Concerning* is a participle belonging to *things*. "The true *judgment concerning* [relating to] the power." "A *discourse concerning* [relating to] this point." "I am free from all *doubt concerning* it." "Is that nothing? *Nothing concerning* me." "A *work concerning* allegiance." "A man's *judgment concerning* actions." "*Mistakes concerning* the plan and conduct of the poem." "That the *purpose* might not be changed *concerning* [which concerned] Daniel." "What is the *opinion* of Pythagoras *concerning* wild fowl?" "Some *things* of weight *concerning* us and France." "No jealous *toy concerning* you." "The *speech* among the Londoners *concerning* the French journey." In each of these examples *concerning* is a participle belonging to the noun in italics.

In such expressions as the following *concerning* may seem to be a preposition: "The Lord hath spoken good *concerning* Israel;" "They speak *concerning* virtue;" "He told them *concerning* the swine;" "Thou dost not inquire wisely *concerning* this;" "Concerning this point we can come to no decision."

Even in such cases *concerning* may be construed as a participle. Webster says: "This word has been considered as a preposition, but most improperly; *concerning*, when so called, refers to a verb, sentence or proposition; as, in the first example, the word applies to the preceding affirmation. The Lord hath spoken good, which speaking good is *concerning* Israel. *Concerning* in this case refers to the first clause of the sentence." Perhaps, in this example, it would be better to consider *concerning* as referring to the noun *good*. If, as Webster supposes,



the primary sense of *concern* "is, to reach or extend to, or to look to, as we use regard, another solution may be given. The Lord looking to [regarding] Israel, hath spoken good. Concerning this point, what can we decide?" *We* concerning [looking at, regarding] this point; or what *thing* concerning this point. "He told them [*things*] concerning the swine."

TOUCHING.—"*Something touching* [relating to] the Lord Hamlet." "Socrates chose rather to die than to renounce or conceal his *judgment touching* the unity of the God-head." "We may soon our *satisfaction* have *touching* that point." "Our late *decree* in Parliament *touching* King Henry's oath." "*Touching* our person seek we no *revenge*." "Horatio will not let *belief* take hold of him *touching* this dreaded sight." "I have found no *fault* in this man *touching* these things." "We have *confidence* in the Lord *touching* you," "*Touching* things which relate to discipline the church hath authority to make *canons* and *decrees*." "What [*thing*] have you to say *touching* this point?" "This paper is the history of my *knowledge touching* her flight." "And now forthwith shall *articles* be drawn *touching* the jointure that your king must make."

The verb *to touch* has the signification of *affect, concern, relate to*—as, "Nothing can *touch* him further;" "It *touches* us not." The participle has precisely the same signification, and is no more a preposition than is the infinitive.

REGARDING, RESPECTING.—"His *conduct* *respecting* [relating to] us is commendable." "There is but one *opinion respecting* his conduct." "He has a great *deal* to say *regarding* this thing." *Regarding* [looking at, considering] this matter *we* say." "There is none worthy, [*we*] *respecting* [considering] her that's gone."—*Shakespeare*. I am mean indeed, [*we, or men*] *respecting* [considering] you." *Respecting* man whatever [*thing*] wrong we call." "This allusion *respects* an ancient custom." "This *allusion respecting* an ancient custom is very striking." "*Respecting* a further appropriation of money *it* [this *thing*] is to be observed that the resources of the

country are inadequate." [Or *we respecting*, looking at, a further appropriation]. "Whether our daughter were legitimate, [*we, or men*] *respecting* this our marriage with the dowager."

BATING, EXCEPTING, SAVING.—These words belong sometimes to words expressed, sometimes to words of general meaning, such as *we, men, you, they*, indicated by the context; their construction being the same as that of *granting, admitting, &c.*, in such sentences as the following: "Granting this to be true he is not proved guilty;" "Admitting her innocence, she was very imprudent."

"We have little reason to think that they bring many ideas with them, [*we*] *bating* [if we bate,] perhaps, some faint ideas of hunger and thirst." "The king could not choose an advocate whom I would sooner hear on any subject, [*we, or I*] *bating* [if we bate] his love, than you." "[*We*] *bating* [if we leave out] the outward respect due to his birth, they treated him very hardly." "The persons were all condemned, [*we*] *excepting* three." "*Excepting* one, I would he were the best in all this presence." "[*We*] *excepting* [if we except] the royal family, they get but little by it." "He ordered the baggage to be brought to one place, [*they*] *excepting* only such things as were very necessary." "None of them was cleansed, [*we*] *saving* [leaving out] Naaman the Syrian." "[*We*] *saving* [preserving, having due regard to] your reverence, he is the devil himself." [*We, I*] *saving* [having due regard to] your merry humor, here's the note." "[*We*] *saving* your tale, Petruchio, let us speak too."

DURING, PENDING.—These participles are connected with nouns expressed, which, instead of being in the objective, are in the nominative case, (nominative absolute.) "He holds the property during life," (*life during*, that is, while life endures, continues.) "Our office may during his power [his *power during*, while his power endures] go sleep." "During which time [which *time during*] he ne'er saw Syracuse." "*During* his childhood he was under the care of his aunt." "Pending the suit [the *suit pending*, while the suit was pending, depending] he left the country." "Pending the discussion of

this subject [the *discussion* of this subject *pending*, while the discussion of this subject was pending] a memorial was presented."

The verb *to dure* was once in common use; as, "*Dureth* for a while."—*Matt. xiii : 21*. "This battle *dured* three parts of the night."—*Stow*. "Paul made a sermon *during* to mid-night.—*Tyndale*. "To love her while his life may *dure*.—*Chaucer*. *To endure* has the same meaning; as, "For his mercies aye *endure*.—*Milton*.

The verb *to pend* is confined to the "progressive forms," or those which denote action continuing; as, "The suit *is pending*;" "The negotiations *were pending*;" "The suit *will be pending*." *To depend* has the same signification.

NOTWITHSTANDING.—Here we have two words, the adverb *not* and the participle *withstanding*, which can not be changed to one word by the stroke of a pen or the omission of a printer's space. It is the meaning of words, and not the way in which they may chance to be written, that determines their character.

*Withstanding* is to be construed like *during* and *pending*, though it is not always placed *before* the noun, as they are. "This is a correct English idiom, Dr. Lowth's *opinion* to the contrary *notwithstanding*." Here the participle *withstanding* is modified by the adverb *not*, and belongs to the noun *opinion*, which is in the nominative case, (nominative absolute.) "Their gratitude made them proclaim the wonders he had done for them, *notwithstanding* his *prohibition* [his prohibition not preventing]." "He is rich, *notwithstanding* his loss." "*Notwithstanding* that [*thing*] the troops must be reviewed."\*

[TO BE CONTINUED.]

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\*Mr. Gould Brown says, "The compound word *notwithstanding* is not a participle, because there is no verb *to not-withstand*. But there is a verb *to withstand*, and Mr. Brown does not always regard as one word two words which happen to be written without a space between them. It is customary to write *another* as one word; but he separates them, writing *an other*. *Can not* may be often seen as one word *cannot*, yet they are always regarded as two words. Mr. B. quotes from Bolingbroke, "He had succeeded, notwithstanding *them*, peaceably to the throne." In this passage *notwithstanding* is used as a preposition; but the expression is not idiomatic English, the true English form being *they no withstanding*, (they not preventing.) The usual manner of expressing this idea is *notwithstanding their opposition*, or *efforts*, *exertions*, &c.

## EDUCATION OF AMERICAN GIRLS.

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BY ROBERT G. M'NIECE.\*

Learned critics, eloquent reviewers and brilliant essayists, never tire of dwelling on the glories and unrivalled excellencies of the literature of the Elizabethan Age. They portray with fluent and appreciative pen the prolific genius, profound learning, versatile talent and varied accomplishments of the great men of that day, who have filled the world with their merited fame. But it is only casually and indefinitely that one hears of the remarkable women of that age; although it seems patent that scarcely less to them than to their masculine coadjutors is due that marvelous intellectual activity which renders the sixteenth century one of the most glorious and attractive periods in the history of the world's literature.

If a Camden, Spencer, Hooker, Hobbs, Philip Sidney, Bacon and Shakespeare, appeared to vindicate the dignity of learning, and shed new lustre upon literature by their vast attainments and splendid achievements, let it not be forgotten that during the same period lived a Lady Jane Gray, whose almost incredible knowledge of Greek, Latin, Hebrew, French, Italian, Chaldee and Arabic, would terrify many a modern college professor; Mary Sidney, Countess of Pembroke,—sister of Sir Philip Sidney, to whom was dedicated his *Arcadia*,—who possessed talents almost equal to her illustrious brother, understanding Hebrew sufficiently well to translate not a few of the Psalms into English; the three daughters of Sir Thomas More, Margaret, Elizabeth and Cecilia, who were skilled in all the learning of the schools, so that they wrote with elegance and fluency Latin prose and verse, understood astronomy, philosophy and theology, and gave emendations of some of the ancient classics which elicited the praises of the most profound scholars, besides cultivating with practical success the lighter branches of music, painting and poetry. Indeed to such an extent did they carry their study and learning that the great European

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scholar, Erasmus was forced to apply to More's house the beautiful and forcible epithet of "musarum domicilium." Besides these were Mary, (daughter of Henry VIII, and Catharine of Arragon,) who, when but twelve years of age, wrote Latin with such accuracy as to receive the praises of Erasmus, and understood in addition, Spanish, French and Italian; Mary, Countess of Arundel, Catharine Parr, and the four daughters of Sir Anthony Cook, (tutor of Edward VI) who was sought in marriage by the most eminent men of the times, on account of their remarkable attainments in scholarship. Annie, the second of these sisters, became afterwards the mother of Lord Bacon, and her sister Mildred was the wife of Lord Burleigh, to whose prudence, ability, wisdom and sagacity as prime minister, is due so much of the glory of Queen Elizabeth's reign. In addition to these were many of humbler birth, but equal in scholarship. What a magnificent picture is this which the far-famed tutor of Queen Elizabeth, good old Roger Ascham, draws of a young lady of the sixteenth century. He says: "Before I went to Germanie, I came to Brodegate in Leicestershire, to take my leave of that noble Lady Jane Gray, to whom I was exceeding much beholdinge. Her parentes, the Duke and the Dutchesse, with all the househould, gentlemen and gentlewomen, were hunting in the parks. I found her in the chamber, reading *Phæden Platonius in Greeke*, and that with as much delite as some gentlemen would read a merie tale in Bocase (Boccaccio.) After salutation and dewtie done, with some other taulke, I asked her why she would leese (loose) such pastime in the parke. Smiling she answered me: "I wisse, all their sport in the parke is but a shadoe to that pleasure I finde in Plato. Alas! good folke, they never felt what trewe pleasurement.'"

But what has all this reference to the learned women of three hundred years ago to do with our topic? Why, it simply shows what women may accomplish, to what noble heights of learning and influence they may raise themselves, by shunning the common paths of frivolity intellectual idleness, and pursuing the more solid studies

which an unreasonable custom and prejudice seem to think fit only for masculine minds. Who can doubt that this striking development of lofty feminine character of which we have spoken, was due in great part to the superior vigor and scope of the studies pursued, calculated in their very nature to give stability and dignity to character, depth and discrimination to intellect?

Leaving the specific details of that education which the present age demands to those whose particular business it is to write and legislate on such a subject, we wish to speak of some very prominent defects in the present system of educating American girls.

*First*—Its narrowness and superficiality. For this women are to blame only to a very limited extent. The fault lies almost wholly at the door of those who claim to have a superior amount of brains, who assume to be God's vicegerents in the matter, and arrogate to themselves the right of marking out with square and compass the distinctive sphere and duties of one-half mankind—voting and legislating for them, smothering, so far as may be, their individuality, and transforming them into mechanical automatons. Scarcely any reason seems more valid than this for putting the franchise into the hands of women, and giving them some voice in deciding questions immediately affecting their temporal and immortal destiny—questions in regard to which those who now bear rule are so stupidly indifferent or blindly prejudiced, as, for example, remunerative occupation, and the controlling of property. But the objection is urged that girls are essentially different from boys intellectually, and hence the studies pursued by them should be radically different. It has become a very current remark, that girls are impulsive, imaginative, and illogical; never stopping to reason out a matter, but skipping like lambs upon the mountains from point to point, and arriving at conclusions by an inexplicable sort of Leibnitzian intuition; hence their studies should be light, easy, and fantastic, never appealing to the stern diction of reason, which would be wholly useless, since by this theory there is no reason to appeal to; but boys are prosy,

deliberate, philosophic, and argumentative, therefore require the weightier matters of the law—such as mathematics, logic, science, comparative philology, and metaphysics. This notion seems to us “the fiction of a fiction,” at least, in the extent to which it is carried, and the application which is made of it. Very apt, on this point, are the words of that trenchant essayist, and witty scholar, Sydney Smith. Says he: “That there is a difference in the understandings of the men and the women we every day meet with, everybody, we suppose, must perceive; but there is none, surely, which may not be accounted for by the difference of circumstances in which they have been placed, without referring to any conjectural difference of original conformation of mind. As long as boys and girls run about in the dirt and trundle hoops together, they are both precisely alike. If you catch up one-half of these creatures, and train them to a particular set of actions and opinions, and the other half to a perfectly opposite set, of course their understandings will differ, as one or the other sort of occupations has called this or that talent into action.” To be sure our experience here is somewhat limited, never having any girls of our own, and giving only a very decorous and moderate share of observation to other people’s girls, but, so far as it goes, it corroborates the above opinion. In some score of village schools up and down the country, both east and west, have we tested the matter, and if any intellectual difference between the two sexes has been perceived, it is certainly not to the disadvantage of the girls. If a difficult problem in arithmetic or algebra presented itself, there was always some imaginative, illogical girl who could find a clue to its solution as quick as any thinking, syllogistic boy.

But even granting that there is some natural difference in the “original conformation of mind” between men and women, some natural dissimilarity of character between the two, we are compelled strenuously to deny that this difference and dissimilarity are of such nature and extent as of necessity to prove mental inferiority, and justify the great disproportion both in the manner and



matter of the education of boys and girls. If the late Dr. John Todd, of Pittsfield, Massachusetts, had made such a discovery somewhat sooner than he did, we can't help thinking it would have been greatly to his advantage, and, perhaps, would be the means of increasing his longevity. So pertinent and forcible are the following words from the *Westminster Review* that we cannot forbear quoting them: "If precisely the same means of strengthening the intellect, and improving the knowledge of both sexes were pursued, the difference in their character would spontaneously arise, in consequence of the different materials on which the experiment was made. This natural difference is necessary; but any peculiar fostering and forcing of the dissimilarity is pernicious." This seems a fit answer to the argument that the difference in the mental training must be in exact proportion to the natural dissimilarity which may exist between the minds of boys and girls.

Now let no one suppose that this disproportionate education of which we speak is some man of straw, conjured up by our imaginations, arising from some distorted view of our perceptions. There fell into our hands not long since the catalogues of three of the foremost of the Female Seminaries of New England—if not the foremost, they are certainly above the general average in the breadth and depth of their courses of study. In one the general course is three years, in each of the others, four. After a careful examination, we find that a boy, prepared to enter the Freshman Class, in any New England College, could pass examination in about two thirds of the entire studies pursued in that Seminary whose course is three years, and in about three-fourths of the studies pursued in those Seminaries whose course is four years. There is no intention of making any unjust comparisons, or drawing any unwarrantable conclusions, but it has seemed to us that the Seminaries above referred to are fair representatives of the whole class throughout the country. If so, it will be seen that when the sister has completed her entire course of study in the Seminary, run with triumph the gauntlet of the fierce examining committee, received,



with all the pomp and ceremony becoming to the highest Universities, her diploma, and gone forth into the world with all her "blushing honors thick upon her," she has passed over scarcely more ground than her plodding, inductive brother who is just through his Freshman year. We do not say that a boy thus far advanced could pass examination in all the studies completed by his sister, because the one studies some things which the other does not. But if the amount accomplished by each up to the time indicated above be carefully noted, we think there will a balance in favor of the Freshman. To be generous, however, and give the full benefit of the doubt, throw in Sophomore year. Now, we do not hesitate to aver that there is not one public Female Seminary in fifty where the entire amount of education received from its whole course of study is equal to that which a student has received who has passed through the first two years in any first class College, east or west. It matters not whether the comparison be made with ancient or modern languages, mathematics or natural science, rhetoric, history or general literature. Granting now that the preparatory education of girls and boys before entering the Seminary and College is equal, which we do not for a moment believe, it appears that the latter receive twice as much education as the former. But the disproportion in the education of the two classes does not stop here, for with the one, all intellectual training well nigh ceases when the curriculum of the Seminary has been passed over; while with the other a four years drill in College is but the prelude to a more vigorous course of professional study, extending two, three or four years farther—so that in reality girls receive only about one-fourth the education of boys, and much less than that if the nature of the studies pursued by each is considered, which it is proposed to do hereafter.

The highest and broadest training which American boys receive is attracting criticism on account of its narrowness and shallowness. But when two-thirds, or three-fourths of these are set aside as superfluous, and the remaining third or fourth doled out for girls, it may well

be called "the mockery of an education." If the theory that some hold be true, which we deny, that the feminine mind is by nature inferior to the masculine, this, so far from justifying a limited education, is the most decisive argument in favor of a more extended and comprehensive one. And if the theory be true, which we do not deny, that the most elevating, potent and enduring of all influences which go to shape destiny, mould character, incite genius, and purify and ennoble both private and public life, is that of refined, intelligent, and learned women in the capacity of mothers and teachers, then certainly here is the most cogent of all reasons for bestowing upon them the most ample, varied and extensive culture which the best and wisest instruction can give.

Indeed who doubts that there would be less to deplore and criticise in the superficiality and hollowness of the education and life of so many public men, if the mothers who round their cradles sang songs, the very memory of whose sweetness lingers fondly in the heart, and causes the unbidden tear to flow even when gray locks have bedecked the brow, had been, like Annie Cook, the mother of Lord Bacon, skilled to lay the foundation of lofty scholarship, vast attainments, and illustrious immortality, even when those who they taught were but prattling children? It is one encouraging sign of the times, to see that men are waking to the necessity of a more enlarged and thorough culture for girls as well as boys. Vassar College has taken a step in the right direction. As to the wisdom of admitting both sexes as members of the same College or University, there seems much doubt, though the plan is worthy of a more extended trial.

Hereafter, if circumstances permit, it is proposed to say something further upon some of the more prominent and practical features of this important topic.

## TO WHAT EXTENT SHOULD SCHOOL LESSONS BE COMMITTED TO MEMORY.

[The following compact and practical article we copy from the *Massachusetts Teacher*. The initials point to Prof. Daniel B. Hagar, Principal of the Normal School at Salem, Mass., as the author.—Ed.]

Having briefly stated in my last paper some of the general principles bearing upon my subject, I pass now to a review of some of the ordinary school studies, so far as they relate to the memory.

I have a few words to say about *spelling*. To a large extent, spelling is arbitrary. There is no natural, necessary association between one letter and another. Hence each word must be learned by itself. Little use can here be made of local or philosophical associations. I would allude, for a moment, to a practice pursued in some schools, which requires children to remember not only the spelling of each word in a lesson, but also the precise order in which the words stand in the book. At the recitation, one scholar spells a word; the next scholar unprompted, spells the next word, and so on to the end, the teacher meanwhile being silent. The recitation thus conducted makes a fine appearance, and sometimes excites admiration.

I consider this practice objectionable for several reasons:

1. It is more difficult to learn the order of the words than to learn to spell them; consequently the attention of the pupil is mainly directed to what in its self is of no use, and is diverted from that which ought to be learned. If the order of the words were not required, either the spelling of the words might be more securely learned by longer study, or, if already perfectly mastered, a much larger number could be acquired in a given time and thus more rapid progress could be made.

2. The time and labor spent in learning the arbitrary order of words in a spelling book might be used to great advantage in committing to memory important facts, or choice extracts from prose or poetry. Moreover, there is

the danger of disgusting scholars with study when they are compelled to learn that which gives them neither pleasure nor knowledge.

The committing of numerous rules of orthography seems to me worse than useless. There are a few rules of so general application and admitting so few exceptions, as to render them valuable; but the exceptions to most rules of spelling are so numerous as to make the rules of little or no value. It is actually less difficult to spell words arbitrarily, each by itself, than to learn to spell by the aid of many rules; for the rules and their exceptions cannot be long remembered by most pupils, and when they are forgotten each word must, after all, be spelt by means of the picture it has made on the mind. As, then, the words must at least be remembered independently of rules, it is better to waste no time in memorizing what is valueless; but rather by repetitions, vocal and written, to fasten in the memory the form of each word.

*Arithmetic.*—What shall be memorized in this study?

No one, I presume, will question the propriety of learning with exactness the definitions, and the statements of general principals. Premising that the thing defined has been first clearly presented, and that the process of building up the definition has been shown; recognizing, also, the great difficulty of framing a perfect definition—a difficulty too great for a child to overcome—I do not see that any one can object to the careful learning of arithmetical definitions.

Now comes the question, "Shall the rules of arithmetic be memorized?" The answers to this question are not of one accord. Let me briefly allude to them.

In the affirmative, the argument runs thus: There is a right way of solving a certain class of problems. It is often necessary to state that way. The statement should be exact, concise and clear. To prepare such a statement requires the careful effort of a disciplined mind. Children unaided cannot prepare it. They must, therefore, either announce the mode imperfectly, or else use a form of words arranged under the care of the teacher, or the author of some text-book. Grant that the principles

involved in the given method have been thoroughly mastered, and that there is frequent occasions for the pupil to give expression to that method, is it not better for the pupils' intellectual welfare to adopt a correct, than to extemporize an incorrect, statement? Precision and perspicuity in the use of language are of the highest importance. The committing of a rule by no means involves what is commonly called "working by rule." Principles may be perfectly mastered, whether the rule be learned or not; while the rule is often very convenient for use, and, as all must admit, habitual accuracy of expression tends to promote accuracy of thought.

Again, a concise rule assists the memory to retain in mind the mode of solution. The mind goes through a course of reasoning in order to determine how a class of problems shall be solved. The conclusion, relating to the method, is embodied in a rule. The reasoning helps to remember the rule, and the rule helps to remember the reasoning. Now it is often easier to recollect a brief rule, than to recall a long course of reasoning. Years after a boy has left school, he may have so far forgotten the analysis of certain kinds of problems as not to be able to apply it readily in business affairs, whereas a brief rule, early fixed in the memory, may answer for practical purposes. In general, it is easier to remember a conclusion than the logical steps leading to it; and to have at command a valuable conclusion, without the logical steps, is better than to have neither.

In the negative it is urged that rules tend to make unthinking, mechanical scholars; that they are quickly forgotten, and hence that the time spent in learning them is lost. It is further argued that children should be trained to reason out every process; to work every problem by reason, not by rule; that those who learn rules will content themselves with the *how*, and care little about the *why*; and that thus pupils will fail to cultivate their powers of thought.

This subject presents itself to me briefly thus: If rules, are used to enable scholars to solve problems, regardless of the principles involved, the learning of rules is to be

utterly condemned, and so is the teacher who permits such a course. But there is a way of dealing with rules which is not only not pernicious, but highly useful. Take a certain class of problems. Develop the successive steps in their solutions, discussing thoroughly the reason for each step. See that the subject is clearly comprehended. Now re-consider the solution. What was the first step? State it in the fewest and clearest words. Let this be done as far as possible, by the scholars; and let care be taken to show the errors in their forms of statement. What was the second step? State that in like manner. When each step has been thus expressed, put the statements together in due order, and you have an exact expression of the mode of solving the given class of problems, that is, you have a *rule*. It may or may not be the same as that found in the given text-book; that is of little importance. Now comes the question, "Shall the scholars commit the rule to memory?" Under the conditions mentioned, I confess that I can see no valid objections to memorizing the rule. It is not a substitute for reasoning; it is the result of reasoning. It has been built by the scholars themselves, under the teacher's direction and aid. So long as they are required from day to day to explain their problems, it seems to me far better for them, when required to state how they would solve a certain kind of questions, to use the terms of the accurate rule which they have aided in framing, than to extemporize a rule which in almost every case will be loose and inaccurate.

Upon examining the arithmetics whose authors profess to condemn rules I find that after all they generally give "directions" for the solution of problems, which are just as much rules as the rules in any other arithmetics. If, as some contend, we are to depend entirely upon present reasoning processes for the solutions and the statement of solutions, these "*directions*" are just as useless and pernicious as any rules. They are either to be committed to memory, or not to be. In the latter case they are useless; in the former, they are, according to their authors, pernicious. The fact is, that most, if not all, of

the teachers and authors who unqualifiedly object to arithmetical rules, do use them in some form. Even the arithmetics of the lamented Dana B. Colburn—that ardent lover of mathematical analysis—abound in directions which are, to all intents, rules.

In reply to the common argument that rules are soon forgotten and hence, are useless, it may be said that even if the fact be as alleged, the argument is unsound, because it proves too much. I might say that history will be forgotten, and, therefore, it is useless to study history; that a large part of all the school studies will be forgotten, and, therefore, the studies should be omitted; that a course of analytical reasoning will be forgotten, and hence it is useless to analyze; that a train of thought will be forgotten, and therefore it is not worth while to think.

The truth lies just here: Anything which, even for the time being, cultivates thought and the accurate expression of thought, anything which develops mental power and gives vigor to the exercise of that power, is highly useful, although the memory may prove treacherous; for the power acquired can be used to recover forgotten knowledge, or for the acquisition of new knowledge. But it will be found to be the case, that the most important rules are not forgotten, but remain in the memory, ready for practical use, when, perhaps, reasoning processes are out of mind and cannot be promptly recalled.

Some one may desire to know why I object to rules in spelling and yet assent to a certain use of rule in arithmetic. How do they differ in principal! I make these two important distinctions: To the orthographical rules there are so many exceptions as to render them valueless whereas arithmetic rules admit no exceptions. The former embrace only arbitrary associations, the least valuable of all; the latter create philosophical associations, the most valuable of all.

If I am to be quoted as favoring the use of arithmetical rules, I desire to have it clearly understood, that *I would proceed from principals to methods, and thence to rules; and that I would use the rules, not as a guide to methods, but as a concise and correct statement of what the methods are.*

D. B. H.



## THE CHICAGO PUBLIC SCHOOLS.

HON. GEORGE W. HOSS—*Dear Sir*: I desire to submit a few thoughts concerning the public schools of Chicago.

Chicago is a city of wonders. Striding on in physical development beyond all account of such increase, she has not neglected the means for educating her future mothers, merchants, mechanics and men of letters.

Only fourteen years ago, the present system of public instruction was inaugurated, and now it has grown to be a mighty power, wielded for the present and future prosperity of the western metropolis.

The Board of Education, as a committee of the whole, and through special standing committees, controls and directs the whole of this intricate and extended machinery. The responsibilities rising step by step and shoulder above shoulder, from the lowest primary teacher to the President of the Board.

The object of this paper is to speak of some of the certain excellencies of these schools, so that our own teachers may be able to glean therefrom something of interest to themselves and of benefit to those under them.

The number of grades through which the pupil must pass before presenting himself for admission to the high school, enters as an element of success into the general school economy.

We generally drag our scholars up an inclined plane to the doors of the academy or college, and the moment the power ceases to act, the weight begins to slide back. And in this, I think the great difference between the old and the graded method is found, that in the latter the scholar is better prepared, and more inclined to maintain his then status when the leading-out (*e-ducens*) process has been discontinued.

The Chicago boy takes ten of these steps before the honors and duties of the high school are his. It is only necessary to refer those who think a lesser number of grades preferable, to the anxiety with which a child finishes one page of his book for the sole purpose of turning another. His little, big heart, beats high as he shows



the still unsoiled leaf—the reward of his industry—to the teacher, the school-mate or the pleased parent.

The oftener you let your boy know he has advanced, the faster will he advance. It is not to be understood that it takes a year to finish each grade. Some scholars pass two, and if very bright, even more in that time.

I have heard it said by sportsmen, that the pigeon, shot dead or mortally wounded, will be carried along some distance with its mates before falling. So the pupil in a perfect grade, even after he has ceased to take intellectual nourishment, will still be kept in place for some time by school-mate power.

Again, when the lazy or dull boy finds his fellows promoted away from him, commonly he will put forth extraordinary efforts to prevent a recurrence of a like thing; but if the next promotion day were a year or more in the future, his zeal would die out and his old languor return before the day of trial. If any change is to be made, let the number of grades be increased, not diminished.

Object lessons and oral instruction are given a prominent place among the methods of teaching. "How many kingdoms in nature?" asks the principal of a room full of the very primary scholars. Instantly thirty or forty little hands are raised, and thirty or forty pairs of eyes are turned toward the questioner, saying, "we know, we know." One little fellow is selected to answer, which he does with a facility and correctness that might well put many a college student to the blush.

In like manner, the principal's pencil, knife, hat, &c., are presented, and described and classified by the five or six year old boys and girls. Several of the children in this room were required to name some animal and then tell all they knew about it. This exercise proceeded satisfactorily for some time, when one of the bright-eyed boys was called, and named the sheep for his *extempore* lecture. "The sheep," said he, in his exordium, "is an animal that moves, sees, hears, smells and feels, is useful to man by furnishing wool for his clothing and meat for his food; this meat is called mutton." Here was an emphatic pause. The teacher, to give him a fresh start, asked, "how

does he defend himself?" The boy, who in his bewilderment had lost sight of his sheep or transformed it into a horse, promptly replied, "by kicking and biting," to the great merriment of teachers and scholars. Living, perhaps, always in the city, his knowledge of sheep was more theoretical than practical.

Vocal music is taught in all the grades, not for the cultivation of the voice only, but for the discipline of the mind. This, with the physical exercises which are neglected in no department, serves to break the monotony which kills so many good schools. German is now taught in five of the ward schools, and also in the high school.

The ease with which the younger pupils have acquired the rudiments of that language, is a matter of wonder to the most sanguine. Now that so large a per cent. of our population speak the German language and will continue to do so, it is a matter of no small importance, bating its intellectual advantages, that those who are to mingle with these people, should know their literature and speak their tongue.

The want of space forbids mention of many other things of equal interest that were seen and heard during a short visit to these schools, and for the same reason, no allusion will be made to some of the apparent defects of the system in general. Much of the knowledge that was gained, is due to the kindness of Mr. A. R. Sabin, the efficient principal of Newberry. Well may he take pride in showing visitors his school.

In conclusion, I would respectfully suggest that our teachers, whose fields of labor lie in the rural districts or the smaller towns and cities, should lose no opportunity to visit schools of acknowledged efficiency. Though we can not so thoroughly grade our schools, nor so wholly isolate our classes, yet there is room for great improvement in these matters, if the proper models be supplied.

Though we may not be able to make the *most* of the material given us, there is no excuse if we do not make the best of it possible. There is no place for the "*in statu quo*" teacher in the schools of our State.

*Lowell, Lake Co.*

H. W. WILEY.

## SCHOOL OFFICERS' DEPARTMENT.

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### STATE CONVENTION OF EXAMINERS.

A circular will be issued in a few days, calling a State Convention of School Examiners, to be held at Indianapolis on the 14th and 15th of July. The objects of this meeting are the consideration of the means for advancing the Common School interests of the State.

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### CIRCULAR OF STATE INSTITUTE AGENT.

RICHMOND, IND., May 6th, 1868.

MR. ———, School Examiner of ——— county: I am now prepared to engage to hold Institutes the coming season, as contemplated in an appointment by the State Board of Education, made some months ago.

Should my services be desired at all it would be convenient to know as early as possible to what counties I shall be called, that such arrangements as to the time of holding the different Institutes may be made, as will lessen the amount of travel.

In the last few years I have had opportunity for extensive observation in the schools of towns and rural districts, and have tried to study the condition and needs of ungraded schools with much care. I have also devoted considerable time to special preparation for general Institute work. My charges will in no case exceed the amount appropriated by law from the county, besides necessary expenses of travel, board, &c., For further particulars concerning myself, reference is made to the State Board of Education. All inquiries and correspondence in reference to Institutes, will receive prompt attention.

Yours respectfully,

JESSE H. BROWN,

*State Institute Agent.*

The above circular is commended to the attention of Examiners wishing assistance in holding their County Institutes. In this con-

nection I may venture to add, even at the risk of criticism, that every examiner who is without practice in Institute work, has need of *experienced* assistance. Experience and skill in the management of Institutes, are essential to their success. It is known that heretofore such assistance could not be obtained in some parts of the State. Chiefly with a view of remedying this evil, was the appointment of an Institute Agent made.

The Board believing that the present agent, Mr. Brown, possesses eminent qualifications for this work, therefore commend him to all needing assistance.

GEORGE W. HOSS,  
*Pres. State Board of Education.*

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### EXAMINATION FOR STATE CERTIFICATES.

An examination of applicants for State Certificates will be held in the Office of Public Instruction, Indianapolis, July 16th and 17th. As the examination will require two full days, applicants are requested to be present promptly at 9 o'clock A. M. on the 16th.

The examination will extend through the eight Common School branches, elementary Algebra, three books of Geometry, elements of Natural Philosophy, Physical Geography, first lessons in Botany, elements of Rhetoric, of Mental and Moral Science, also, the Constitution of the United States, Constitution of Indiana, and the School Laws of Indiana. It is required that the applicant shall have thirty-six months experience in teaching, ten of which shall have been spent in this State. For fuller statements, the reader is referred to the February number of the JOURNAL of 1867. It is hoped a large number of applicants will be present. Among these we hope there will be female teachers. Only two female teachers have as yet applied, these both obtained certificates. Let our female friends therefore take courage and be present to win, bear off, and enjoy a State Certificate. These Certificates are valid throughout the State and during the life time of the holder, hence, they supersede all county certificates. (See School Law, Section 156.)

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### RUTTAN'S SYSTEM OF VENTILATION.

Anxious to aid the School Trustees of the State in securing proper ventilation, I have procured a cut representing the *air path* in a house ventilated by the Ruttan system. The following is an impression from that cut.

The following explanation will aid the reader in understanding this cut :

- |   |  |
|---|--|
| <b>A</b> Cold Air Duct.   | <b>K</b> space under first floor   |
| <b>B</b> Air Warmer.  | <b>L</b> Space between lower floor and cellar ceiling, showing furrings on joists.         |
| <b>C</b> Smoke Pipe leading into Chimney.                           | <b>M</b> Gathering Duct, or Foul Air Receptacle, opening into Exhaust Shaft or Smoke Flue. |
| <b>D</b> Floor Register.  | <b>N</b> Chimney, or Exhaust.  |
| <b>E</b> Transoms through which the Hot Air passes into Rooms.      | <b>P</b> Emerson's Ventilating Cap, through which Smoke and Foul Air Passes.               |
| <b>F</b> Open Base.   |  |
| <b>G</b> Space between Floor and Ceiling.                           |  |
| <b>H</b> Hollow Partition through which Foul Air passes downward to |  |

ent of the hall, three hundred and fifty pupils. The cost of this building is about \$11,000.

In Rockport, the county seat of Spencer, a two story brick, containing four rooms, has recently been completed. The rooms in this building are very large, hence if filled to their capacity, they will each seat seventy or seventy-four pupils. The cost of this building we were informed, was \$10,000. This is rather much for the amount of room obtained.

At Grandview in the same county, a brick house costing \$5,000 has recently been built.

At Cannelton, the county seat of Perry, the foundation is laid for a fine two story brick house. This house is one among the best planned houses of its size and cost we have seen in the State. Wardrobes, blackboards, coal cellar, deafening floors, and almost all else had been carefully provided for. Ventilation had been less carefully provided for than anything else. This however had not been neglected, only postponed. A modification of the Ruttan system will most likely be used. This building will contain six rooms besides a superintendent's room, and a large public hall. The estimated cost is \$15,000.

Such is something of the building work in the counties recently visited. All village and district houses in these counties have been omitted in this notice.

It is not proposed to notice this work in other parts of the State. We may however state in general terms, that many other counties are doing as well as these, some even better. All portions of the State are exhibiting an unprecedented energy in this department.

Prior to 1865 there were but three houses whose cost reached \$20,000; and but about three others whose cost reached \$15,000. Since that time about one dozen have been built, or are being built at a cost above \$20,000, and about two dozen whose cost is above \$10,000. Several others will be put under contract this summer.

Here is an encouraging feature in our system, a feature which is at once the cause and effect of progress. Progress gives good houses, and good houses aid progress.

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## WYANDOTTE CAVE.

In our recent visit to Crawford County, we spent three hours in Wyandotte Cave. This cave is one of the wonders of this continent. The mouth, or opening of the cave is five miles north-east of

Leavenworth, the county seat of Crawford county. The entrance of the cave is near the top of a hill on Big Blue river,—about one hundred and twenty feet above the bed of the river. As you enter at this point, you, for the time being, bid farewell to daylight and the outer world. Silence and darkness reign supreme. The movement being downward much of the time, forcibly reminds one of some passages in *Dante's Inferno*. The ultimate depth yet explored is about six hundred feet below the bed of the river, making the aggregate descent, over seven hundred feet.

In the space allowed this article, we can notice only a few points of interest. Naming these in the order in which we saw them, we come first to the portion called "Normal School," not specially like a normal school building, yet a point of interest. Next we come to "Fanneille Hall," "Washington Avenue," "Falling Rock," "Banditti Hall," and "Bat's Lodge." In this last, bats by the thousands, perhaps millions, hang from the roof, draping several hundred superficial feet of the ceiling in festoons of blackness. These animals being of the hibernating class, spend their winter in the cave, and emerge to the outer world in the spring.

Passing several other points of interest, we reach "Mammoth Hall," in which is "Monument Mountain." This is one of the prominent features of attraction. The mountain is a pile of rough broken rock rising to a height, it is said, of one hundred and seventy-five feet. On the summit of this mountain is a remarkable stalagmite about five feet in height, formed from the drippings for centuries, from the roof. This column looks like a shaft of marble draped in soiled white, and is named "Lot's Wife." High over this mountain spans a solid stone roof, presenting a curvature almost as regular as the concave segment of a hollow sphere.

The guide, at this point, lighting what he calls his "red light," the felt darkness rolling down the sides of the mountain, a scene of indescribable grandeur bursts upon the view. Around us at the base of the mountain, sweeps a solid wall of rock with a periphery of a thousand feet, from this base rises a mass of jagged and angular rock to the height of one hundred and seventy-five feet, and high over all hangs the dome fringed with stalactites and fretted with architectural ornaments, varied and delicate. Here the mind stretches back through the sweep of ages, to divine the time when the Mighty Architect began this subterranean cathedral. But no answer given, it stretches forward into the cycles of future centuries, asking when the end shall be, and the response comes,—"when the elements shall melt with fervent heat," and the rocks themselves shall be burned up.

From this point, we pass many scenes of interest, as "Calypso's Island," "King's Chamber," "Marble Hall," and "Sylvan Ar-

cade." This latter leads to one of the chief attractions of the cave, "Beauty's Bower." This is indeed Beauty's Bower,—a real bower of beauty. The walls, or sides of the cave are covered with an incrustation of gypsum, ranging from a quarter of an inch to an inch in thickness. This gypsum is of almost absolute whiteness, is wrought into the most delicate traceries of beauty. At one point, it is a series of fragile convolutes, scrolls and curves, as in the imagined cornice of a fairy's temple. At another, it blooms into a bed of flowers as perfect and delicate as those of the prairie or forest. At another it is an unclassified cluster of gems, as delicate and varied, as if the music of the choristers had, on some festal night been chilled and frosted into a drapery for the perpetual adornment of "Beauty's Bower."

Beautifully and truthfully did Gray describe this scene, when he said,

Full many a gem of purest ray serene,  
The dark unfathomed caves (of Wyandotte) bear;  
Full many a flower is born to blush unseen;  
And waste its sweetness in (cavernous) air.

At this point, three miles from the entrance of the cave, we turned our feet world-ward. A hasty walk of sixty minutes, interspersed with occasional creeps and crawls, brought us covered with perspiration, to the outer world, with the sky over head and solid earth under foot as before.

Now kind reader, being back upon terra firma, and the misty vision of that solemn underground scene slowly melting away, we desire, by way of conclusion to make a few plain statements. These are made chiefly for the benefit of those who may design visiting this cave.

1st. This cave measured through all its explored passages, has an aggregate length of about twenty-two miles. There are passages leading to unexplored sections, hence the inference is that its extent is much greater than that yet traversed.

2d. Two or three days are requisite to a satisfactory exploration. The reason for so much time becomes obvious, when it is remembered that at some points the explorer is threading his way over rough rocks; at others stooping under low arches, and in a few cases creeping through narrow passages. While these latter are not numerous, there is one, called the "Augur Hole," about six feet in length, just large enough to let a man through. And a man possessing Falstaffian proportions, i. e. a weight of about two hundred and twenty-five pounds, would need some *compressing* or *lubricating* before he could "pass."

3d. The scenery for miles about the cave is highly romantic and attractive. The hills are high, rocky, and abrupt; the forest dense, and the stream, (Blue river), beautiful.



4th. The proprietors of the cave, Messrs. Rothrocks, have built a large boarding house near the mouth of the cave. They have also horses and vehicles for transporting travelers to and fro between Leavenworth and the cave.

5th. Any one wishing a scientific account of this cave, will find such in a published report of the Geological Survey of Indiana, made by David and Richard Owen.

6th. And last, if we could exert some Aladdin Lamp power in filling teachers' purses with gold, we would suggest that this would be a pleasant place to study nature and regain wasted energies, for a week in the summer vacation. But as we have no power to fill your purses, we withhold the suggestion, leaving you with the hope of a "better day coming," when with *heavy* purses and *light* hearts you may visit *Wyandotte Cave*.

N. B. It must not be forgotten that ladies visit the cave and pass through all its labyrinths and windings.

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## CIRCULAR OF THE INDIANA STATE NORMAL INSTITUTES.

The Fourth annual series of State Institutes will be held during the coming July and August, as follows, viz:

No. 1, at Mitchell, beginning July 20th—L. L. Rogers, of Greencastle, Superintendent.

No. 2, at Shelbyville, beginning July 27th—G. W. Lee, of Charlestown, Superintendent.

No. 3, at Peru, beginning August 3d— \_\_\_\_\_, Superintendent.

No. 4, at Muncie, beginning August 10th—George P. Brown, of Richmond, Superintendent.

It is the intention of the committee to employ the best talent, both home and foreign, that the country affords, and they will arrange the programme so that each Institute shall enjoy the advantages of the combined talent of all.

They have already been particularly fortunate in securing the services of Prof. S. G. Williams, of Ithaca, New York, who is considered one of the best Institute instructors of that State. He will attend the first week of each Institute. The committee are in correspondence with other educators, and intend to make the Board of Instruction fully equal in efficiency to any that has ever been in our State. The common branches required by law will be taught in all the Institutes, and the most approved methods of presenting the subjects will be given.

The subject of Primary Instruction, as adapted to our common graded and ungraded schools, will form a prominent feature in the exercises during the last week of each Institute. For this department the committee are negotiating with teachers who are not only well informed in the Oswego methods of imparting instruction, but are also thoroughly acquainted with the wants of our Western schools. Miss N. Cropsey, a teacher of acknowledged ability, of the Indianapolis Public schools, has already been employed, and will attend a part or all of the Institutes.

In addition to the above, several other leading educators of our State have consented to teach in the Institutes as their services may be needed.

There will be regular class drills in all the Institutes in Penmanship, Music, and Gymnastics; also Geography, by map drawing.

#### EXPENSES.

A tuition fee of two dollars will be charged for ladies, and three dollars for gentlemen. It is believed that this will be barely enough, together with the appropriations made at all the places, to meet the necessary expenses.

The committee charge nothing for their services.

Many of the lady teachers will be entertained free at Mitchell, Muncie, and Peru, and boarding at reduced rates is offered at all the places. For list of Railroad Companies that will pass teachers over their lines at reduced rates, and for further particulars in regard to instructors, &c., see circulars, and next number of the JOURNAL.

The committee do not think that any words of exhortation are necessary to induce those expecting to teach to attend these Institutes. More than six hundred teachers were in attendance last year, and about the same number year before, and the fact that our school officers are everywhere recognizing the importance of these meetings, by selecting, at advanced salaries, the teachers who attend them, is a sufficient argument to prove that there is no investment that pays the teacher so well in dollars and cents as that which he invests in Institutes.

Those who wish to learn to hold Institutes themselves will here have a very favorable opportunity for learning from those of long experience and great skill. And, considering the very liberal arrangements that have been made by the people at the several places of holding the Institutes, it is hard to see how any teacher, by any other means, could gain the same amount of knowledge and skill with so little expense. It is believed that *all live and earnest* teachers who possibly can, will attend one of these Institutes.

THOMAS CHARLES,  
Chairman State Institute Committee.

**METHODS, EXPERIENCES, PRACTICES.****ORTHOGRAPHY; OTHER METHODS.**

My advanced class is required to spell words selected from the reading lesson; generally those of two, three, or more syllables. Each member of the class, while sitting, writes the word as soon as pronounced, and rises immediately. Some one is called upon to recite from his slate, who first pronounces the word, then spells and pronounces it by syllables, giving the proper division of the letters into syllables, and to each syllable its power in the word, and closes by pronouncing the whole word a second time. He sits down, also all others who are satisfied with his spelling, syllabication, and pronunciation. If any one (or more) is dissatisfied, another and another is called until all are satisfied; if necessary, reference is made finally to Webster's dictionary. Sometimes the exercises requires a definition of the word immediately after the first pronunciation by the pupil.

This method has some advantages over that named in the April number of the JOURNAL, since it compels the pupil to examine and pronounce the elements of the word separately, yet obviating the disadvantage of hesitating between syllables in spelling. It has, also, in common with that, the advantage of being a writing exercise.

When the time for the exercise is short, each pupil is required to write in a book prepared expressly for that purpose, twenty-five or fifty words as the case may be, from the reading lesson, the teacher pronouncing the word but once, accurately and distinctly. At the close of the exercise, the books are collected and given to two or more of the class, who examine them, and mark in the proper column the errors in spelling or syllabication, returning the books to the owners before the next exercise, and reporting to the teacher on a slip of paper, the number of errors against each pupil. This report is transferred by the teacher, to the daily register.

In other classes, we combine the oral and written methods variously. At one time the pupil writes from ten to twenty words on his slate, from the reader or speller, and then exchanges with his neighbor, or not, as the teacher may prefer. Each pupil is called upon in turn, to read from the slate he holds. All objections to that spelling, are indicated by holding up the hand; each is called until all the forms are heard, after which, the correct spelling is given or indicated.

Other methods are resorted to occasionally, but these will suffice for the present. Those methods which serve to keep each pupil continually employed, and enable him to spell correctly while writing, are to be preferred.

JEPHTHAH HOBBS.

*Western Union Seminary.*

## TEACHING LONG DIVISION.

I hereby submit the following method of beginning long division:

1. Form a table of products, the factors of which shall be the divisor and the nine significant figures.

2. After the formation of this table, inspect and use the products as needed.

Thus, suppose we wish to divide 8175 by 25, we would have the following table of

## PRODUCTS.

25 x 1 =	25
25 x 2 =	50
25 x 3 =	75
25 x 4 =	100
25 x 5 =	125
25 x 6 =	150
25 x 7 =	175
25 x 8 =	200
25 x 9 =	225

## OPERATION.

25) 8175 (327
75
<hr/>
67
50
<hr/>
175
175
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## EXPLANATION.

The teacher will inform the class, 1st, that they are to seek the largest possible product, not exceeding the partial dividend. Thus, in 81, the pupil runs his eye down the column of products until he reaches 75, which fills the required condition; this is placed under the divisor and subtracted from it.

2d. The teacher will inform the class that 3, one of the factors of 75, shows the number of times 25 is contained in 81, consequently, is to be placed in the quotient. A like application is made with reference to 67 and 175.

This process cuts the *knot* in long division, namely: answers the all puzzling question, "how many times will it go?" that is, how many times is the divisor contained in the dividend?

This will, in my opinion, greatly relieve the difficulty in beginning division. After the pupil has gained strength and experience, this method, will, of course, be abandoned. EX-TEACHER.

## ENCOURAGING WORDS.

The following encouraging words concerning education in our State, we take from the *Brooklyn Union*, of New York:

## "EDUCATION IN THE WEST..

The Indiana SCHOOL JOURNAL, which is edited by Professor G. W. Hoss, the Superintendent of Public Instruction of the State, is a live journal. Spice and ability characterize its articles. The best

educational writers of the State—and there are none better anywhere—are among its contributors, also, a goodly number of distinguished educators in other States. In the February number, we find a full report of the proceedings of the annual meeting of the State Teachers' Association, which were satisfactory in every respect, showing broad and liberal views on the part of the members, conscientious devotion to duty, and earnest desire to elevate the profession, and the wide diffusion of the most advanced ideas on education. They are evidently a progressive body. The March number commences a series of biographies of earlier and leading educators of the State, which promises to be a feature of real, and more than local interest.

From these and other sources, we glean a few facts relating to the condition of educational interests in the State.

There are 577,009 children of school age in the State, of whom 415,796, or 70 per cent., are enrolled in the schools. There are 10,053 teachers, of whom 6,012 are male and 4,041 are female. The average monthly wages of male teachers is \$36.80, and of female, \$29; in both, Indiana comes off best in the comparison with Pennsylvania and many other States. The State holds \$8,194,981.25 of school fund, of which \$7,053,467.90 are productive. These figures show an encouraging advance over 1866.

The State supports a University, furnishes free tuition to any son or daughter of Indiana. Both this and the Asbury University, (Methodist,) have, within the last year, thrown the college classes open to women. The young women eagerly improve their opportunities, and show that they are worthy of them, there being nineteen of them in attendance at the State University. That may be considered good for the first year's working of a new plan.

In addition to the State Teachers' Association, a State Collegiate Association, of the professors in the colleges, has been founded recently, which is to meet at the same time and place with the other association, and promises to prove useful."

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**INSTITUTES.**—We are authorized to announce that each of the following persons, will, if desired, spend some time in the summer vacation, in holding institutes, or in assisting in the same: J. M. Olcott, Terre Haute; A. C. Shortridge, Indianapolis; D. E. Hunter, Shelbyville. These gentlemen all have a large institute experience, and will, doubtless, render good service wherever they labor.

Mr. Hunter authorizes us to say further, that he will give "special attention to arithmetic, history, geography, including map-drawing and primary instruction."

## METEOROLOGICAL.

Meteorological Report from the Indiana State University, for the Month of April, 1868.

Mean Temperature,	- - - - -	48°.81
Maximum Temperature,	(Wednesday, 29th,)	75°
Minimum Temperature,	(Sunday, 5th,)	20°.5
Warmest Day,	(Wednesday, 29th,)	65°.67
Coldest Day,	(Thursday, 9th,)	29°.97
Barometer, Mean Height,	- - - - -	29.173 in.
“ Highest,	(Sunday, 26th,)	29.561 in.
“ Lowest,	(Wednesday, 15th,)	28.487 in.
Relative Humidity, (1.00 denotes complete saturation of the air,)	- - - - -	.63
Amount of Rain,	- - - - -	5.17 in.
Cloudiness, (10 denotes entire cloudiness,)		5.6
Velocity of Wind per hour, (estimated,)		3.73 miles.
Prevailing Winds, West and North-West.		

By comparing the above report with the report for March, it will be found that the Mean Temperature of April was less than two degrees higher than that of March, the Maximum less than three degrees higher, and the Warmest Day only one degree and two-thirds higher.

The Minimum Temperature, and the Coldest Day, show a greater difference, the former being seven and the latter being ten and a-half degrees lower for March.

The difference of the Barometer, mean height, was very small, being only five thousandths of an inch; though the range for April was considerably less than for March.

D.

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QUERY.—How can a teacher maintain himself (financially)?

Some one, signing himself H., sends a lengthy article to the JOURNAL, bearing the above caption. The author has elaborately presented the negative side of the question, i. e., how a teacher can *not* maintain himself, but has almost wholly omitted the affirmative side of the case.

He confines his argument to rural districts, hence, has facts in abundance, showing the shortness of terms of employment, smallness of pay, and the inconvenience of changing business.

Such work as this is little more than announcing self-evident truths; all know and many *keenly* realize these facts. Had H. spent his strength in devising a remedy for these evils, he would have done a

valuable work. Indeed, if he or some other, shall devise an effectual remedy for these evils, he will be entitled to the lasting gratitude of our people. We hope H. will take the affirmative side of the question in his next article.

**JOURNALS WANTED.**—Mr. D. E. Hunter, of Shelbyville, wants the following numbers of the *SCHOOL JOURNAL* to complete his files: 1859—January, February, March, April, May, July, October; 1860—February, July, August, September, October, November; 1861—February, August; 1862—March, July, August, October; 1866—September; 1867—February, September.

Mr. Hunter promises liberal compensation to any one forwarding any of the above named numbers.

**COLLEGE COMMENCEMENT.**—The following colleges, as per their catalogues, hold their commencements on the following days:

Indiana Female College, Indianapolis, June 17.

N. W. C. University, Indianapolis, June 19.

Valparaiso Male and Female College, Valparaiso, June 19.

Brookville College, Brookville, June 26.

Asbury University, Greencastle, July 1.

State University, Bloomington, July 2.

Earlham College, Richmond, August 12.

We regret that other colleges have not given us information.

**COMPLIMENTARY.**—We are in receipt of many letters complimenting the department of *Methods*, *Experiments* and *Practices*. This is gratifying to us and should be to those who have written for this department. To them belongs the honor, as they have done the work. We cordially invite others to sharpen their pens and join those who have done so good service in this *Practical Department*.

**TIME BY THE FORELOCK.**—The Institute Committee of Jasper county, has issued a circular, announcing this Institute for September 28. This is taking time by the forelock—just the means to enhance the success of an Institute. Let others consider.

**COUNTY ASSOCIATION.**—On April 25th, the Teachers of Putnam county, on call of Prof. Rogers, met and organized a permanent County Teachers' Association. The Association meets monthly. Putnam is moving under the lead of the new Examiner.

**STUDYING THE LAW.**—Examiner Thompson, of Jasper county, writes for copies of the school law for his teachers, saying, "our teachers study the law." This is right. Every teacher should possess a copy of the school law, and acquaint himself with the same, especially with such portions as relate to his own rights and duties.

## FROM ABROAD.

The National Teachers' Association will hold its session at Nashville, Tennessee, August 19th, 20th and 21st. The President promises half-fare over railroads. Another circular is promised with fuller details. In case such comes we shall acquaint our readers in next issue.

**MEDICAL FEMALE COLLEGE.**—The Medical Female College of Philadelphia, at its recent commencement, graduated ten young ladies; three from New York, three from Pennsylvania, two from Massachusetts, one from Ohio, and one from Iowa. This college, now in the eighteenth year of its existence, has sent out fourteen classes. It is said to be the first female Medical College ever chartered.

Next session opens October 14th.

**LORD BROUGHAM.**—The telegraph announced the death of Lord Brougham, on the 10th ult. One of the great of earth has fallen. But few men of this century have filled so large a space in public view, and for so long a period as the deceased. Great as it is to be a great statesman, he was this and more,—he was an orator, a scholar and a philanthropist.

One of his humane labors, was the investigation and improvement of the system of popular education. This work he began in 1816. It was in one of his speeches in behalf of education, that he uttered the memorable sentence, "The school-master is abroad."

Brougham was born in Edinburgh, September 19, 1778, and was educated in Edinburgh University.

It is said his death was calm and almost painless, his life fading out with the decay of his body.

Whether great, good, or just,  
The flat is—*dust to dust.*

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 BOOK TABLE.

**AFFIXES IN THEIR ORIGIN AND APPLICATION**, exhibiting the etymologic structure of English words; By S. S. Haldeman, A. M. Philadelphia: Published by E. H. Butler & Co., 16 mo. pp. 271.

This work proposes to ascertain and define a large number of the prefixes and suffixes in the English language. The author does this work well, showing himself patient, accurate, and scholarly. This work will therefore be valuable to all, but most valuable to those somewhat skilled in the study of language. As an indirect result, it



will do much towards impressing the reader with the fact that a mastery of our valuable English comes not by chance, or by smattering, but by persistent and philosophic study. This work will tend to secure this conviction, and this conviction to advance the study of our language. We recommend this book to all earnest students of the English language.

The mechanical feature of this work is superior; paper firm and fair; page open, and covering neat.

**THE NORMAL ARITHMETIC**, by Edward Brooks, of Pennsylvania State Normal School; published by Lower, Barnes & Potts, Philadelphia.

A hasty examination of this Arithmetic is sufficient to show that it is a work of much merit. Among other commendable features of the book we would mention the following, viz:

1. The rules are deduced from previous solutions and explanations, and are expressed in few words and simple language.

2. Very copious notes are given on compound numbers and the tables of weights and measures.

3. At the close of the different subjects, special problems are given intended for advanced pupils or for review.

4. Fractions are placed before compound numbers. We have long been of the opinion that the subject of fractions should be presented at an earlier stage than we generally find it in our Arithmetics, hence we are especially pleased with the author's arrangement in this particular. We think he has been successful in carrying out his object, which he says has been to "present the subject in such a way as to develop mind, as well as the power of computation, —to make thinkers rather than Arithmetical machines."

T. C.

**THE CHRISTIAN STATESMAN** is a semi-monthly paper, published in Philadelphia at \$1.00 per annum, in advance.

The general object of this paper is the securing of a more earnest christian character among our public men, and a deeper christian sentiment in the life of the nation. Its special object is the securing of a direct recognition of God, in, and by, the Constitution of the United States. It is proposed that this recognition shall be expressed in the following words:

We, the people of the United States [acknowledging Almighty God as the source of all authority and power in civil government, the Lord Jesus Christ as the ruler among nations, and his will revealed in the Holy Scriptures as of supreme authority, in order to constitute a christian government], &c. The words in brackets are the words proposed for insertion.

This is a desirable object, and we earnestly hope for its success. Yet in these degenerate times, when *gold* is stronger than *justice*, and *ambition* than both, it is infinitely more desirable to have a recognition of God in the hearts of the people. God in the letter of the Constitution is well, but in the *life of the nation* is supremely better. "Rightousness exalteth a nation; but sin is a reproach to any people." The paper under consideration is able, and will well repay the cost.

**THE REPUBLIC OF LIBERIA; By G. S. Stockwell. New York: A. S. Barnes & Co.**

The general reader will hardly desire more information concerning Liberia than is contained in this volume. In fact we would not know where else to find, in reasonable compass, so much.

The geography, climate, productions, animals, history and government of the county all come in for a share of the author's notice; and from a consideration of all, he makes Liberia appear a more desirable county, and capable of a brighter future, than one who has given the subject less attention would deem possible.

A perusal of the work will be profitable to all, and especially to the freedman who thinks of making his home in the land of his fathers.

G. C. M.

**THE LADIES' CHRISTIAN MONITOR**, published by Mrs. M. M. B. Goodwin, Indianapolis, is a neat family magazine, breathing a pure sentiment of christian morality.



## PUBLISHERS' DEPARTMENT.

WE tender our thanks to Superintendent Gow, of Evansville, for a handsome list of new subscribers.

ANY subscriber failing to receive the JOURNAL by the 10th of the month, is respectfully solicited to inform us that we may remail. We are especially desirous that every subscriber should receive every copy due. Papers are frequently lost through the mails, for which we are not responsible, but which we are desirous should be made good to the subscriber.

SUBSCRIBERS wishing their addresses changed should name the county and post office to which the JOURNAL now goes, as well as the county and post office to which it is to go. The naming of the first saves us much trouble.

WE would call attention to the advertisements in the SCHOOL JOURNAL, believing they will well repay perusal.

# INDIANA SCHOOL JOURNAL.

July, 1868.

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Vol. XIII.

GEORGE W. HOSS, Editor.

No. 7.

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HON. CALEB MILLS,

*Second Superintendent of Public Instruction for the  
State of Indiana.*

BY PROF. JOHN L. CAMPBELL, OF WABASH COLLEGE.

Prof. Caleb Mills, the second Superintendent of Public Instruction for the State of Indiana, was born in Dunbarton, New Hampshire, July 29, 1806.

The Mills family emigrated from the north part of Ireland in the early part of the Eighteenth Century, settled in New Hampshire, and devoted themselves to agriculture.

The early years of the subject of the present sketch were spent on a farm. In accordance with the usual custom of New England, the children attended school six weeks each year during the winter season. Occasionally there was also a summer session of three months. In addition to these advantages, there existed in many parts of the country small township libraries of a few hundred volumes of choice solid reading. The profitable perusal of the books of his own township library, and the pleasant recollections connected therewith, are the seeds which in later years matured into the interest manifested by Mr. Mills in inaugurating the beneficent system of township libraries for Indiana.

At sixteen years of age, Mr. Mills entered Pembroke Academy, then under the direction of John Vose, an accurate classical scholar and thorough teacher. After completing his Preparatory Course, he entered Dartmouth College, August, 1824, and was graduated in 1828.

Persons acquainted with the history of Dartmouth College will remember that in 1826 the great religious revival occurred. This was the most remarkable work of Divine Grace ever experienced by that noble institution. During this revival Mr. Mills was converted, and the determination was formed to devote his life and energies to the Gospel ministry.

In the fall of 1828, Mr. Mills entered Andover Theological Seminary, for the purpose of entering the ministry. Pecuniary reasons required a suspension of this course in February, 1829, whereupon he entered the service of the American Sunday School Union for the distribution of their publications in the States of Indiana and Tennessee. In this service he was engaged over one year. Returning to the Seminary he entered *de novo*, and completed a full theological course, and was graduated in September, 1833.

During the summer of 1833, before he had completed his theological studies, he was induced to accept the position of Principal of a Preparatory School at Crawfordsville, which afterwards ripened into Wabash College. On the first Monday of December, 1833, the school was opened with Mr. Mills as Principal. The number of students was twelve.

The early history of Wabash College, like that of many of our best institutions of learning, is a history of earnest, self-denying labor, which found its reward chiefly in the higher life, and not the ease and comfort of wealthy surroundings. Wabash College was planted in a wilderness of ignorance and bigotry. These "twin relics" have however disappeared to a good degree, and this with the other colleges of our State are proper objects of State pride.

The larger portion of Prof. Mills' life has been spent as Professor of Greek Language and Literature. The amount of labor required in the earlier years of the college was

six hours per day in the recitation room, aside from necessary preparation, including not less than four hours more. While filling such a position of over-work, Mr. Mills yet found time to prepare the valuable papers referred to in another part of this sketch. As a teacher of Greek he has been eminently successful, as many of the graduates of Wabash can testify.

Connected, as was Prof. Mills with one of the colleges of Indiana itself, the outgrowth of Christian benevolence to supply the wants of a rapidly increasing and to an alarming degree deplorably ignorant population, his attention could not be otherwise than turned to the subject of our Common Schools.

The early history of Indiana shows that intellectual culture was of secondary importance. Of the Puritans, De Tocqueville truthfully remarks, "That which most distinguished them was the aim of their undertaking. They did not cross the Atlantic to improve their condition or increase their wealth. The call which summoned them from the comforts of their homes was purely *intellectual*, and in facing the inevitable dangers of exile their object was the triumph of an *idea*." Not thus did too many of the Virginia and Carolina emigrants to Indiana come. The result of this early emigration to Indiana from the slave States was to make us in 1840 the most ignorant of all the free States. According to the census of 1840, out of an adult population over twenty years of age, of nearly two hundred and seventy thousand, nearly forty thousand were unable to read or write. The average was one in seven—varying from *one in two hundred and twenty-two* for Wayne, to *one in two and three-tenths* in Martin County. These statistics furnished the thoughtful with much occasion for alarm for the future well-being of the Commonwealth. Those who had been reared among the school-houses and churches of New England, and other intelligent citizens, felt the great necessity for earnest action. Educational conventions were called,—the energies of the State were aroused,—the narrow mindedness of those who opposed "Yankee learning" was crushed out or covered up, deeper we hope than was Senator Hennegan's wish.

for those who offered "54:40 or fight," and like a giant from sleep, Indiana aroused herself, shook off what she was, and became what she now so proudly is.

A series of valuable papers, prepared by "one of the people," was an important instrumentality in arousing the intellectual energies of the State. The author of these papers was Prof. Mills. The first of this series of annual papers appeared in 1846, in the form of an "Address to the Legislature of Indiana." Israel Williams, of Terre Haute, a prominent citizen of the State, first urged the publication of this paper, and assisted in circulating it. The second of the series was published in 1847, in a pamphlet of forty-six pages. The edition was one thousand copies. The third of the series had an edition of three thousand copies. The expense of this number was generously provided for by the late Judge Kinney, of Terre Haute. The sixth and last of these annual addresses was published in 1852, and by order of the Senate five thousand copies were ordered to be printed. This public recognition by the Legislature of this private document is a compliment rarely met with, yet one abundantly deserved. We make this note with special pleasure.

Mr. Mills took the position in his second tract, that the school fund should be consolidated, and the distribution be in proportion to the number of children in each district, instead of the accidental advantage arising from the sale of the sixteenth section in different localities, and a distribution on this latter basis. He remarks on this latter point: "The palpable injustice of this principle of distribution is manifest whatever view is taken, whether of the number of children to be educated, or the ability of the township to furnish the means of instruction. The Commonwealth is equally interested in the education of all portions of her future voters and legislators. No one will question for a moment the position, that Congress intended the equal benefit of the rising generation, without regard to township lines or any consideration of indigence or wealth. To attribute to them the latter unstatesman-like and undemocratic views would be the vilest slander. Let us have a system based on the broad and republican

principle that it is the duty of the State to furnish the means of primary education to the entire youth within her bounds. Awaken the public mind, and concentrate it on the question: Am I not interested in the proper education of all who are socially and politically connected with me?"

After discussing at length the question of providing ample funds for the support of the public schools, he proceeds next to discuss the essential characteristics of an efficient system. The topics discussed are, "comfortable and convenient school houses, competent teachers, suitable school books, and efficient supervision." "A school room with a suitable degree of light and heat; a pure atmosphere; well arranged and comfortable seats; some well selected apparatus would present attractions and afford facilities in the acquisition of knowledge that would soon be seen in the cheerful countenances, the prompt attendance, fixed attention and rapid progress of the children, and in the well directed and successful efforts of the teacher." Under the topic, "competent teachers," Mr. Mills urges the same care at least in selecting the teacher as in selecting the mechanic, artisan, or professional man. Good and competent teachers can only be secured by liberal compensation. The question of uniformity of text books is argued at length,—so also the subject of efficient supervision. These topics it will be noted were thus elaborately presented by "one of the people," long before the excellent system of public instruction now on our Statute book was adopted. Very many of the wise suggestions of "one of the people" have crystalized into Statute law.

The analysis of the vote in 1848, on the question of *free schools*, is curious and instructive. The majority in favor of the system was only 16,636. Fifty-nine counties gave majorities for and thirty-one against the proposed system. Twenty-two of the counties voting against the system, had an adult population so cultivated (!) that *one in seven* could not read the ballot he cast. These intelligent voters acted on the belief of one of their own clan in a certain county, who once said that he was opposed to

free schools because his father could not read nor write, and yet he had as *good health as any body*.

It is not in accordance with the design of this article to dwell longer on these papers. They have been thus prominently mentioned owing to the important influence exerted by them in framing the portion of the Constitution of our State which relates to education, and the embodiment of the provisions of the Constitution in our present school laws. The fifth tract in the series by one of the people was addressed to the Constitutional Convention.

Prof. Mills was elected Superintendent of Public Instruction in the year 1854, and continued in office during one term. A change in the time of entering on the duties of the office was made by the Legislature from November to February, so that his official term was three months longer than the two years. The reason for making the change was the singular infelicity of requiring an annual report to the Legislature by the Superintendent, and having the term of office begin and end in such a way that the incoming officer was required to make a report within two months after entrance on duty, and the last required from the out-going officer was nine months before his term expired. The change thus made during Prof. Mills' term of office, however, rendered it necessary for him to present three reports in the two years and three months of his term—to-wit: January 19, 1855—February 11, 1856—January 28, 1857. The report of 1855 shows the school fund to consist of

Common Fund.....	\$882,590.77
Special Fund.....	1,676,717.35
Total .....	<u>2,559,308.12</u>

The importance of six months school in all the districts was earnestly urged in this report. The subject of Circuit Superintendents was also elaborately presented. Teachers' Institutes was presented as a proper subject for legislative encouragement. The value of and plan of selection of township libraries was fully discussed.

The report, February, 1856, begins with a review of the situation of our educational system, owing to the decision



of the Supreme Court adverse to the constitutionality of some of its most important features.

The topics discussed in the report, January 1857, include a general and elaborate review of the school system and its workings in the State. Among these topics are, "Characteristics and results of the *Township feature*; methods of taxation with inequalities in results; School Examiners; Township Libraries; Graded Schools; State Teachers' Associations; Text Books; office and duties of Superintendent; Board of Education; School Funds; Constitutionality of the equalization provision; Colleges of the State; State University; School of Reform; Common Schools;" together with much valuable matter in the form of an extensive appendix.

Included in the same volume is an address to youth on the *Right Formation of Character*, by the Superintendent, which was inserted at the special request of the State Board of Education. This address was prepared for delivery in the different counties while making the official visitation required of the Superintendent of Public Instruction, and was presented in nearly every county in the State.

On the expiration of his term of office as Superintendent, Mr. Mills returned to his professorship in Wabash College, which position he yet retains. Time has dealt gently with him, and now, at the ripe age of sixty-two, with all the vigor of earlier years he is filling out the allotted three score and ten in an earnest and influential christian life.

## REMARKS ON SOME WORDS COMMONLY REGARDED AS PREPOSITIONS.

*W*

BY PROF. NOBLE BUTLER.

(Continued from page 227.)

If these words in *ing* are not participles, but prepositions, the list of prepositions must include several other words which are used in the same way. "*Relating to this matter we have little to say.*" "He expounded the things *relating to* himself." "Nothing *pertaining to* me." "*Excluding* one, I would he were the best in all this presence." "*Including* the captain, nineteen were taken." "*Obedient to* your grace's will I come to know your pleasure." "She saw nothing, *owing to* the darkness, but her own face imaged on the glass."—*Dickens*.

EXCEPT.—This is a passive participle, belonging to a noun in the nominative case, (nominative absolute.) In participles derived from the Latin, especially when ending in the sound of *t*, the termination *ed* was often omitted; that is, the Latin root itself was used, without either English or Latin terminations, final *e* being added when necessary to preserve the long sound of the preceding vowel; as, "Before I be *convict* by course of law."—*Shakespeare*. "He was *contract* to Lady Lucy."—*Id.* "*Compact* of unctuous vapor."—*Milton*. "*Convict* by flight."—*Id.* "All thy goods are *confiscate*."—*Shakespeare*. "The fire being *create* for comfort."—*Id.* So Bacon employs *condensate* for *condensated*, *copulate* for *copulated*, &c.

The following examples will show that *except* and *excepted* are alike in construction: "Always *excepted* my dear Claudio."—*Shakespeare*. "Richard *except*, those whom we fight against had rather have us win than him they follow."—*Shakespeare*. "Thunderbolts *excepted*, quite a god."—*Cowper*. "God and His Son *except*, nought valued he nor feared."—*Milton*. "I could see nothing *except* the sky, (the sky *except*, *excepted*.)"\*

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\*Compare the use of the participle *reserved* in the following passage with that of *except*: "Whereat all men were abashed, reserved the chiefe justice, who

*Except*, when followed by the objective case, may be regarded as a verb in the imperative mood. "Except him all were dismissed;" that is, except *you*, him, or except *we*, him. "If we only except the unfitness of the judge all other things concurred."—*Stillingfleet*. The imperative is often employed instead of a conditional proposition; and the imperative here would express the idea as completely as the conditional proposition; as, "Only except the unfitness of the judge, all other things concurred."

**SAVE.**—This word is regarded by lexicographers as a verb in the imperative mood. "Israel burned none of them, save Hazor only." Webster says, "*save* is here a verb followed by an object." When it is followed by an objective case it is used as a verb; as, "All were gone, save *him* who now kept guard."—*Rogers*. "All desisted, all save *him* alone."—*Wordsworth*. But *save* is usually followed, not by the objective but by the nominative; as, "Not a man depart, save *I* alone."—*Shakespeare*. "For that mortal dint, save *he* who reigns above, none can resist."—*Milton*. "All the conspirators, save only *he*, did that they did in envy of great Cæsar."—*Shakespeare*. "No man might buy or sell, save *he* that had the mark."—*Rev. vii: 17*. "Save *we* two in the house."—*1 Kings, iii: 18*. "Not that any man hath seen the Father, save *He* which is of God."—*John vi: 46*. "All slept sound, save *she* who bore them both."—*Rogers*.

*Save*, as commonly used, seems rather to be the adjective *safe*, *f* being exchanged for its kindred letter *v*. Indeed, the original letter is *v*, since this word is derived from the Latin *salvus*, from which is derived the French *sauf* (fem. *sauve*.) The leading idea in *safe* is *freedom*, *exemption*, (from danger, injury, &c.;) and it would be easy to extend this idea of exemption to other things than danger and injury, so that the word should be employed to express exemption from what is included in a

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humbly exhorted the prince to be contented.—*Sir Thomas Elyot*. See *Lord Campbell's Lives of the Chief Justices*, I, 127.

"My souveraine plesance

Over all thing, *out-taken* Crist on loft."—*Chaucer*.

Except Christ on high—Christ on high being excepted, or taken out.

general statement. "All perished, save he;" that is he safe, he being safe, he excepted. "But the poor man had nothing, *save* [safe] one little ewe lamb."

Compare with this form the Latin *salva fide*, safe faith, faith being preserved; *salvo eo*, safe [save] that, that being excepted. Also the use of *sauf* [safe] in French; as, "*Partage de toute la partie, libre de l'ager publicus, sauf celui de la Campanie.*"—*Louis Napoleon*. (Partition of all the unappropriated part of the public land, *safe* that of Campania). Chaucer uses *sauf* with the sense of *save*; as, "*Sauf* [safe] his cappe he rode all bare;" "That no man wrote thereof, *sauf* God and he;" "He wol suffre no wight bere the key *sauf* he himself."\*

BUT.—This word is sometimes used as a preposition; as, "Whence all but *him* had fled."—*Hemans*. The usual form, however, is, "all but he." The latter form is easily explained if we consider *but* as a contraction of *be out*, *be* being a verb in the imperative mood. All had fled, *be out he*, (*b'ut* he,) *be he* out of the number. If this explanation is not accepted, *but* must be taken as a conjunction, with an ellipsis of such words as may be necessary to complete a proposition; as, "All had fled, but he had not fled." The supplying of the ellipsis would sometimes exhibit very awkward and unsatisfactory constructions. "Who can it be but perjured Lycon?" This passage presents no difficulty, if *but* is regarded either as a preposition, or a contraction of *be out*; but if this word is considered a conjunction, it is not very easy to supply the ellipsis. "Who can it be but it can be perjured Lycon?" One who understands the language would scarcely be satisfied with this. "None but Westor answered him." "None answered him, but Westor answered him," does not express the meaning of the passage. The writer intends to make prominent the idea of the exclusion of all the others, while the latter sentence makes Westor's answering the prominent idea.

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\*Some may prefer to consider *save* an associated *participle*, like *shave*, *shape*, *take*, *confuse*, &c., which are employed in old writers for *shaven*, (shaved,) *shapen*, (shaped,) *taken*, *confused*, &c. The construction would still be that of the nominative absolute.

It is to be observed that the nominative case is used after *but* without regard to the case of the preceding noun; so that this word cannot be said to "connect like cases." Thus,

"My father hath no child but I.—*Shakespeare*.

"I do not think

So fair an outside, and such stuff within,

Endows a man but HE.—*Id.*

"I hope it be not gone to tell my lord

That I kiss aught but he.—*Id.*

In these passages *child*, *man*, and *ought* are in the objective case, and it is not easy to see how "the ellipsis" is to be supplied awkwardly or otherwise.

*Butan*—is sometimes a preposition in the Anglo-Saxon language; as, "Butan wifum and cildum," *without* or *besides* women and children. If *but* were usually followed by the objective case, it would be a preposition; but as the weight of authority is against this construction, the simplest way is to consider *but* as a contraction of *be out*, and the following nominative the subject of the verb. Those who attempt to dispose of this word as a conjunction will find difficulties much more embarrassing than that of regarding *but* [*b'ut*] as two words, the verb *be* and the adverb *out*; as *don't*, which, so far as sound is concerned, might be written *dont*, is in reality two words, the verb *do* and the adverb *not*.\*

The two words *out of* are generally regarded as one preposition; but *out* is an adverb, with a meaning of its own. "He was not *out* [on the outside] of the house to-day." Here *out* is an adverb, modifying the verb *was*, and *of* is a preposition, showing the relation between *house* and *out*. "Help me *out* [to the outside] *of* the pit." "We are *out* [in want] of bread.

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\*Mr Kerl says: "*Except*, and *but*, and *save* in the sense of *except*, are sometimes followed by nominatives, and thus used as conjunctions; but the better usage is, to convert them into prepositions by putting the substantives after them in the objective case." If by "better usage" he means the practice of the best writers, he is greatly mistaken; if he means better *treatment*, it is not easy to see how those obstinate nominatives *he* and *I* are to be treated so as to be put in the objective case, and made to stay there.

## EXPERIMENTAL SCIENCE IN THE SCHOOL ROOM.



BY PROF. TINGLEY.

*Electricity.*—A common lamp chimney coated on the inside with sealing-wax or shellac is a convenient and effective instrument for showing attractions and repulsions, and for demonstrating the distinction between positive and negative electricity. For the latter purpose a stick of sealing-wax, a hard rubber comb, or some other *negative* electric, is also necessary. The most successful rubber for either of the above, is chamois skin, well dried and warmed.

*An Electroscope*—is indispensable. It is constructed in a moment, by suspending a circular or oval leaf of dutch-metal [imitation gold-leaf] by a silk thread. For convenience and protection it should be suspended overhead. The leaf should be at least an inch in the smaller diameter, and must be smoothly cut between two pieces of paper. When in shape, cement it to the silk thread with a minute fragment of bees-wax.

*Positive Electricity.*—Excite the glass electric by rubbing it briskly with the chamois skin, and bring it within a few inches of the electroscope—the latter will be first attracted, and immediately after contact will be repelled. It is positively excited, and will remain so for some minutes, if the weather is not very damp.

*Negative Electricity.*—Having excited a stick of sealing-wax, as above, bring it to within a few inches of the already positively charged electroscope. Even at the distance of a foot or more it will be attracted. With the glass in one hand and the sealing-wax in the other, approach the electroscope alternately. It will be attracted by the wax and repelled by the glass. Let the leaf come in contact with the sealing-wax, and it will be repelled, having become now negatively excited, in which condition it will, of course, be attracted by the glass.

*A Plate Electrical Machine.*—Observe the construction of the Plate Machine, as described in the text-books. For the glass plate substitute a circular piece of tar-board, or heavy pasteboard, and for the rubber and

dressed cat-skin, a rabbit skin. A smooth edged pie-pan, furnished with points, will serve for a prime conductor. It may be supported upon a glass vessel, or suspended by silk threads. The wooden portion, excepting the base, may be whittled from pine, and made very light. Care being taken to have all the parts thoroughly dry, and the plate *hot*, this instrument will surprise the experimenter with the quantity of electricity which it generates. A plate twelve inches in diameter will sometimes give a spark three inches in length.

*Dancing Images.*—Two pie-pans [smooth edged] serve for the plates. The most amusing and successful image is constructed of raw cotton. It should be made as light as possible.

*Suggestions.*—The above experiments are selected as especially successful and inexpensive. There are many others of the same class, of which the following are mentioned as substitutes for the above, and may be resorted to if more convenient:

The hoop electroscope consists of a strip of gilt paper formed into a hoop two or three inches in diameter. It rolls towards the electric. Pass a knitting needle through a small cork, and bend it sufficiently to bring its center of gravity outside of the cork—by means of a pin balance it upon the bottom of an inverted tumbler; to each end attach a small disk of gilt paper. This arrangement forms a very good electroscope. Brown paper heated, and brushed with chamois skin, or woolen cloth, becomes powerfully excited, *negatively*, and may be used as an electrophorus, by bringing it in contact with and removing it from an insulated tea-tray or pie-pan. The latter will be found charged after each contact and separation. A good Leyden jar is extemporized by partly filling a vial with iron filings for the inner coating, and grasping it with the hand for the outer. A large bullet serves for a knob. A light of eight by ten window-glass, with a square of sheet lead, or tinfoil, pasted upon each side, makes a satisfactory Franklin plate. All the above illustrations are easy and cheap enough. Let the teacher test them.

## TEACHING RHETORIC AND COMPOSITION.

[The following article, replete with good sense and practical doctrine, we take from the *Rhode Island Schoolmaster*. We commend to the reader the important distinction this article makes between rhetoric and composition; a distinction that should ever be apparent and prominent in language lessons. The former is a *science*, the latter an *art*—one *teaching principles*, the other *applying principles*.—*Ed.*]

No man should be expected to perform impossibilities; ought it then to be required of the teacher? Yet, I often think that he who has to teach rhetoric and composition, is commonly in much this position. By this I mean, that two things are required of him at the same time, which are so unlike as to be inaccessible through the same path of effort; and in the pursuit of neither, are the instruments consistent or adequate.

The teacher of rhetoric is expected to establish his pupil in the systematic theory of the art. This requires the use of a text-book or its equivalent.

What, now, is the true province of the text-book in rhetoric? simply to unfold to the pupil in a clear, compact, correct, elegant and systematic form, the field, the facts, and the philosophy of the art.

But what does the pupil want of all this? that he may have a rational idea of what he has to do in mastering the art of composition; and that as he proceeds in the acquisition of this latter art, he may be able to frame all his acquirements into a consistent whole. In other words, that he may intelligently set to work in the practice of composition, and may be able to comprehend what he has done and why he has done it. A proper text-book in the theory of the art of rhetoric is to the student in composition, what the chart is to the practical navigator. Without it, he can neither determine intelligently the track he is to pursue, nor satisfactorily set forth, either to himself or others, the route he has actually followed; without it, his practical efforts will be purely experimental,



unsystematic, *hap-hazard*; and the attained results will be uncertain, detached, *incoherent*.

But this is practically saying, what else? What to some will seem strange, perhaps, heretical. It is to say that it is not the office of the text-book to train the pupil to apply the principles of rhetoric to actual composition. It is to say that while the theory of the art is a necessary guide and light, it is not the art itself, it does not and can not give the pupil command of the actual art. The power to think, select, reject, arrange, express, adorn and thoroughly finish in practical composition, it can not give him. These no book, no teacher, even working mainly with the book, can give him. They lie out of and beyond all such fixed instrumentalities; they are locked up with the powers, workings and struggles of the pupil's own intellect. As in the case of the navigator, the trimming of his sails and the careening of his vessel, so that she shall rightly take the wind, and skilfully thread her way through the tortuous channel; the power to make her do this, is a something altogether beyond charts and sailing directions; it lies in the man's own practically acquired seamanship.

Some will doubtless inquire, can not the text-book be made to teach the pupil, not only the principles of rhetoric, but also *how* to apply them in actual composition? Can it not, by minute personal directions, by examples, by exercises, make all this clear? But these minute directions will either fail to meet the peculiar wants of individual pupils, or will so cumber a text book with details, as to make it cumbrous, confused, impracticable. Besides, the larger number of those for whose guidance the examples are intended, either only half understand them, or take them altogether in an abstract way, and really fail to recognize them or their like anywhere else, especially in their own writing. It is often almost wonderful to see how generally the less mature and thoughtful class of pupils in rhetoric will turn from their text-book to their own compositions, and become at once perfectly oblivious of properties, fallacies, figures, as if all these had now taken upon themselves a new and undis-

tinguishable aspect; or as if an altogether new species of perception and insight were here needed for their detection, exposition or correction.

The truth is, as in painting, music, elocution, indeed, every one of the arts of expression, so in composition, every practical rule or fact must be exemplified to the pupil, and by the pupil in his own experimental exercises. Only as he actually does the thing himself, does he really discover *how* he was to do it, or fully comprehend *what* he was to do. For example, he may have learned from the book, that he should select practical subjects instead of abstract ones; but he will only learn how to obey the rule by having to choose subjects for himself. The book may tell him how to determine and arrange the topics involved in his subject; he will only learn how to do it, by repeatedly attempting to analyze his own subjects. The book may give him rules for the proper construction of his sentences; but only from the actual construction of sentences in continuous composition, will he really learn how to do it, or gain the power to do it intelligently.

The conclusion of the whole matter then is this: The pupil may gain an important knowledge of the theory of rhetoric from the text-book. But for that purpose, he does not want a diffuse, platitudinous four hundred page "course in rhetoric and composition," containing something of everything—capitals, punctuation, false syntax, taste, beauty, sublimity, wit, humor, figures, styles, with an after deluge of examples, exercises, extracts, themes in solid columns, and models in indefinite variation and dilution. We want rather a brief hand book, itself a model of searching analysis, systematic order, shrewd philosophy, compact treatment, and faultless style, and such a book as he should *master*.

And for the rest—the practical art of composition—he wants the living teacher, the daily exercise, the desk, pen, ink and paper; the actual choosing and scanning of themes; the varied limitations of his subject; the thoughtful development of the topics, the careful expressing of his thoughts; the close personal scrutiny of his sentences, phrases,

and words, and the nice after-study of his figures. And this must go on from day to day, under the stimulus, the guidance, the criticism of the teacher, until the pupil has completed, to the best of his power, a composition. And then comes another, and still another, until he has acquired such a practical comprehension and skill, as will warrant his being set at the work by himself, to produce one to be afterward studied and criticised en masse, by the teacher and himself *together*. After this practice has been so continued as to show satisfactory results, he may be required to write and to criticise, and revise his own work, and upon the direction of his teacher, perhaps repeatedly, before it is subjected to the final scrutiny of both sitting in combined and co-operative judgment upon it.

No provision is here made for the solitary correction of compositions by the teacher, with his pen and red ink, over the sanguinary traces of whose criticism the pupil is afterwards to unintelligently wander, or vaguely dream, or angrily complain. It is, in all elementary training in composition, but little better than baying at the moon or pouring liquor into a rat hole. As for a time, the pupil's practice in compositions is wholly blind and unintelligent, except as carried on under the very eye of the teacher; so for a corresponding period, are the teacher's criticisms wholly unintelligible and ineffective, except as they are orally explained and justified to the pupil in person.

F. S. J.

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PUPILS should have themes about which they know something; or about which they *may* know more, and, if possible, about which they *desire* to know something.

"Say first of God above or man below,  
What can we reason but from what we know."

About what can we *write* save about what we know? A boy might tell us much about Tom, the family horse, which he sees every day, but very little about Bucephalus or Pegasus. Pupils can write only about what they know.

## MUSIC AS AN EDUCATOR.

BY HENRY N. PAYNE.

The arts whose office is most peculiarly *Æsthetic* culture, are painting, sculpture and music. The golden age of the two former is in the past; that of music in the future. The chisel of Phidias and the pencil of Michael Angelo will not soon be eclipsed by those of their successors. The science of music is constantly developing, and will never reach its perfection, until it shall culminate in the divine harmonies of a heavenly world.

As an educator, the influence of music is generally elevating, ennobling. In the emotions which it awakens, and in the class of feelings to which it appeals, it is the highest of the arts. It addresses our souls. Having about it nothing of a sensuous character, it makes its appeal directly to our inner, spiritual natures. The ear is the only portal which separates us from the beauties of harmony; and it willingly opens to give entrance to the divine influence.

The educating power of music is either individual or national. As an individual influence, it is more noticeable, because more general, among woman than among men. Some think its effect upon young women is injurious. Public writers and speakers often indulge in direful groanings at the fearful amount of time wasted by our modern young ladies at the piano and guitar; and at the idle and impracticable habits which are thus engendered. My own conviction is that much of that purity, refinement and elevation of the female sex, which is the glory of modern society, is due to music. Those who think the study of music injurious, should remember the few profitable means of passing time within the reach of women. Did they neglect music, the time thus expended, would in too many instances, be given to profitless reading or to inane and hurtful amusements.

Music is one of the strongest and most endearing ties of home. In the older states of our union, and still more

in some of the countries of Europe, there is scarcely a home circle where music is not found one of the sources of social enjoyment. The performances in such places are not generally of a very high order, in an artistic sense, but it is the music of the heart; the joyous and harmonious blending together of kindred spirits, finding expression in the pleasant song, or thoughtful hymn. What more pleasant picture can present itself to our minds than a family thus gathered together. While some one of the number leads with the instrument, the others gathered around, father, mother, brothers and sisters, perhaps, find their hearts drawing nearer together, and beating in warm sympathy with each other while their voices blend in grateful harmony. Many a young man, when out in the cold and careless world, has felt his heart turn with earnest longing to those scenes in his father's house and many a one has been strengthened to resist temptation by these holy memories.

Who, as he has heard the chant of the "Miserere," has not felt his heart grow sad over its own sinfulness, and has not mourned over the sorrows of the suffering Lamb of God? and who, as he has listened to the sublime strains of the "Messiah" or "Gloria in excelsis" has not felt his heart swell with thanksgiving and praise to Him who liveth and reigneth forever?

Thus powerful is music with the individual in developing all that is pure and refined in his nature; in increasing his enjoyment of, and love for, home! and in drawing his heart upward to heaven, to holiness, to God.

Some one has said, "Let me make the songs of a people, and I care not who makes their laws." Certainly there is a power in national songs that would almost warrant such an expression. This power is not altogether in the music, nor altogether in the poetry, but in the union of the two. The music to the "Star Spangled Banner" was first written to give voice to the immortal words of that song. "Yankee Doodle" always used to mean "Yankee Doodle came to town, etc.!" but now if an American wishes to rejoice over the peace, prosperity and glory of his native land, his feelings are fully ex-

pressed by the stirring notes of a brass band, playing either of these national airs. The bagpipe does not need the accompaniment of words to arouse the Scottish soldier to deeds of daring. Its first harsh notes (sweet to him) are sufficient to bring to his remembrance the glorious achievements of his ancestors. "Rule Britannia" expresses more than tongue could utter to the self-complacent Englishman of the power and glory of that empire upon which the sun never sets. No Frenchman after hearing the strains of the "Marseillaise" could find a voice to shout "Vive l'Empereur."

But, music has a national influence, apart from its appeals to patriotism. There is a wide-spread and increasing appreciation of the best music in this country. As evidence of this notice the opera houses of Boston, Philadelphia, Brooklyn, New York, Chicago, and New Orleans, which, in the splendor of their construction and adaptedness to the purposes for which they are designed, are hardly surpassed in the world. Notice further that the best talent of Europe and America is that which is best patronized. This is an encouraging fact to the lovers of music, and those who would have it more generally appreciated and cultivated. It also entirely overturns the position of those who, believing that the public taste is not sufficiently cultivated to appreciate the best music, would gradually elevate it by feeding it with inferior productions, arranged on a graduated scale to suit the capacities of the subjects. As well might one who desired to cultivate in taste for painting, devote himself to the study of inferior pictures in hopes that in time he would learn to appreciate the works of the best masters. In the cultivation of any of the fine arts, the taste will approximate to the model, and the greater will be the culture derived from studying it.

In America our proficiency in music, as in all the other fine arts, indicates the newness of the country; but even now we may judge something of their future destiny. Music is inspiring and full of passion. Painting and sculpture require a more steadfast enthusiasm, a more patient waiting for success. Hence, I think the former

art is destined to reach a higher perfection in this country than either of the others.

Music is the direct gift of heaven, an art which will never be lost, even in eternity, for it reaches its highest, holiest perfection when it celebrates the praises of God.  
—*New York Teacher*.

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### CONTRASTS.

We learn the value of many things by comparison. Things unappreciated and valueless, when estimated alone, possess a higher interest when brought to the test of acknowledged standards, and it not unfrequently happens that when we change our standard of comparison, things that we prized highly, lose their value and significance. The teacher who is confined to his charge closely, and seeks no opportunity of knowing the methods pursued by others, in the organization, discipline, and instruction of schools, is likely soon to become fossilized, and unproductive. Even were he to realize his highest ideal of perfection, it is probable, that for want of some means of comparison, either better or worse, his work would be a failure. A thoughtful teacher may gain new and valuable hints from any school. It is not always the best school from which we derive the greatest good. The comparison of our work with that which is acknowledged the best, gives us a conception of the attainable, and we may be stimulated to strive to attain it, while a visit to a school badly managed and taught, teaches us unmistakably the errors we should shun.

A few jottings from our note book may be of value to some whose opportunities of observation are limited. We shall give the facts as they were gathered.

In a town of ten thousand inhabitants, a fine three story school brick house was erected, at a cost of, probably, \$40,000. The site was well selected, and those who chose it, had an eye, evidently, to its capability for hand-

some adornment. The fence surrounding the lot was very expensive, and had been quite ornamental. It was painted and sanded. The gates gave evidence of the taste of their designer—but alas for human calculation. “The best laid schemes of mice and men gang aft alee,” The sand and paint did not save the fences, the tree boxes did not protect the finely selected trees, nor did the heavy fastenings long support the gates, the hand of vandalism marked them all. Passing up the yard, the marred and mutilated shrubbery gave evidence of a very precarious existence—paying but a mournful tribute to the taste of those by whom it was planted. Stumbling past the piles of ashes that graced each side of the walk, we entered the building—not, however, until we had formed a very conclusive opinion of the merits of the schools within. The trees, the fences the shrubbery, the surface of the yard, the gates, the out-houses, were silent but potent monitors, warning us unmistakably of the character of the teachers, and the management of their schools. The appearance of the building afforded corroborative evidence in support of our first impression. The large window panes were in many cases broken, the outside walls were disfigured with chalk; the entrance doors gave painful evidence of the severity of their treatment, and the several key holes in each, afforded additional confirmation. Passing in, the walls imparted many facts, and among the rest we learned the names of the teachers without inquiring. The smooth, clear, hard-finish, afforded a delightful surface on which to write and draw the conceptions, good, bad, and indifferent, common to school children under such developing influences. There were “object lessons” of a most attractive and potent character, developing in the most practical manner, all those perceptions and powers that considerate and conscientious parents and teachers desire their children not to learn. The broken and demoralized hat hooks explained, if they did not excuse, the promiscuous piling of caps and clothes in the corner on the floor. Passing up the stairway, whose balusters and hand rail afforded a capital inclined plane for the de-



scent of those who preferred not to walk—and there were evidently many there who indulged their preference—we entered the Principal's room. It had been fitted up with considerable taste—but the dirty windows, dusty walls, dilapidated stove and pipe, demoralized furniture, and disgusting floor, told all that we needed to know concerning the moral, intellectual, and physical character of the school. A very brief stay completely confirmed our first impressions, and we came away sorry to feel that through ignorance and carelessness in its management, most of the money invested in that institution was perverted to to the injury, rather than applied to the benefit of the children and community.

In another town of nine hundred inhabitants we found a school house which had been in use two years. It was a frame, two story building, painted white. There were four rooms. It was eligibly located on a commanding point—broad walks were laid to the entrance. The yard was surrounded by a high, plain picket fence, and white-washed. The stile was substantial, and surmounted by a plain gate, which only closed at night to prevent the intrusion of animals. The trees were finely selected, and flourishing, though unprotected by boxes. The shrubbery was in good order, the pupils themselves and teachers having planted it. The green window shutters of the house, formed a pleasing contrast with the white walls—though we would not recommend outside shutters to a school building. The windows were all whole. Entering the door, which, with the wainscotting, was painted in imitation of oak, there were no cuttings or defacements. The walls were clean and virtuous. Not a hook was missing in the cloak-room, not a spot, or stain, or blemish, to be seen. Passing through the hall to the rear buildings every thing was found clean, neat, orderly, respectable, and pure. We needed to go no further to judge of the value of this school. Ascending to the Principal's room by a clean stairway, we entered. A glance revealed to us the confirmation of the story told below, clean windows, neat furniture, a well kept floor, and a well managed stove, spoke of influences of a high character. A black-

board extended around the entire room, and even it was free from vagrant etchings. Besides wall maps and charts, which, evidently, were not hung for ornament alone, there were five large fine historical engravings, in handsome frames—the property of the school, purchased by the pupils. The order, quiet, neatness, and system, pervading the entire school in all its departments, were delightful to behold—and gave the best evidence of the watchful care and prudent management of those to whom were committed the education of the children.

Will teachers and friends of true education, make a note of the points of difference between these typical schools—and then contrast them with their own?

TRAVELER.

## SCHOOL OFFICERS' DEPARTMENT.

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### SUGGESTIONS CONCERNING THE BUILDING OF SCHOOL HOUSES.

So large is the number of school houses now being built that we feel justified in making a few suggestions relative to this subject.

I. **PLAN OF BUILDING.**—It is of the utmost importance that a good plan of a house be secured. Mistakes at this point are serious. The management and comfort of the school are often seriously affected by a badly planned house. Added to this, money is often wasted. It is not difficult to find houses in which from ten to twenty per cent. of the money expended has been wasted. It is stated that a house has been built within the last year in our State, in which the rooms are constructed on a scale of twenty feet by forty feet. Now think of seating and managing a school in a room forty feet long and twenty feet wide, or if turned the other way, twenty feet long and forty feet wide! The efficient management of a school in such a house as this is impossible; and the Trustee who builds such a house comes near deserving prosecution on his bond for waste (misfeasance) of the public money. The question here arises, how are good plans to be obtained? In answer, we would say they do not come as some seem to think, by intuition or accident, but rather by labor and thought. Trustees proposing to build should therefore, if possible, examine houses that are reputedly well planned. They should examine plans presented in works on School Architecture, and if the building is to be large, they should employ an Architect to furnish plans, drawings, and estimation of cost. Anything short of this is liable to ultimate in defects, and as a consequence may justly subject Trustees to censure. We close these general remarks by repeating substantially what was said above, namely, that it is the duty, the solemn duty of Trustees, before commencing the erection of houses, to secure *good plans* for the same. If these cannot be secured without time and money, they should be secured, even at the cost of both.

II. **DETAILS.**—While our inexperience forbids any attempt at minute details in building, we may venture to call attention to a few more obvious and general points:

1. We would say that all houses of two stories in height should have the floors deafened. This is of the first importance if we wish that quiet so necessary to good order in school. For process and cost of "deafening," the reader is referred to the April number of the JOURNAL.

2. Ventilation must not be neglected. So much has been said on this subject in the recent issues of the JOURNAL, that we do not deem it necessary to press the matter here. We however respectfully refer the reader to the articles on this subject in the April and June numbers of the JOURNAL. As these articles relate to ventilation of rooms warmed by furnaces, we shall endeavor in a future number to present some suggestions for the ventilation of rooms warmed by stoves.

3. Warming houses is a matter of significance, involving both economy and health. The former of these sometimes receives attention; the latter almost never. It is now quite generally believed that air warmed by contact with hot iron, whether of stove or furnace, is more or less vitiated. Hence the great problem of warming air sufficiently for comfort of the body, without rendering it, in a degree, unfit for breathing. Although this is an open question, we are of the opinion that this result is more nearly obtained by steam warming than by any other process now in use. And of the various steam warmers, that known as the "Union Steam Warmer," seems more favorable to health than any other within our knowledge. It is also claimed to be effective and economic. We cannot here enter upon a description of this system of warming, farther than to say first and negatively that it does not send long coils of pipes through the various rooms, filling the house with perpetual snappings and crackings, kin to spirit rappings. The apparatus, like that in hot air furnaces, is all in the cellar and out of sight. This system is used in the First National Bank, in Lafayette, also in the residence of M. L. Pierce, the President of the Bank. Mr. Pierce, in a written statement, commends this system highly, saying that the apparatus used in his house "is a perfect success." We would suggest that Trustees designing to warm by furnace, would do well to address Mr. Pierce, or the manufacturers, A. L. Winnie & Co., Chicago, Ill. Further details cannot be presented now, but will be in subsequent issues.

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## TUITION REVENUE.

The amount of Revenue for Tuition, apportioned by the Superintendent of Public Instruction to the various Counties, on May 25th, was \$1,136,963.77. This amount exceeds the May apportionment of

last year by \$90,359.85. The amount to each child of common school age in the State is \$1.97; last year it was \$1.86. To the above amount the County Auditors will add about \$100,000 of Congressional Revenue. The October apportionment, when added to the above, will make an aggregate for the current year, above one million and a half dollars, (\$1,500,000.)

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### QUESTION.

Has the teacher of a Public School the right to exclude a pupil from school?  
TEACHER.

ANSWER:—The School Law, Section 31, authorizes the School Director in rural districts to exclude refractory pupils. This work being specifically assigned to a given class of officers, is therefore by implication denied to all others. On the other hand, the Teacher may, in extreme cases, suspend a pupil until conference can be had with the Director. This conference should be had at the earliest possible period, at which time the case goes to the Director. There is no specific provision on this subject for incorporated towns and cities, but by inference, the above principles apply so far as practicable. In cities and towns the report of suspension is made to the Trustees, or to the Superintendent, as they, the Trustees, may direct. In all cases, the proper officers may delegate to the teacher the right of suspension, in which case the teacher is authorized to exercise this right to the full measure of the limits prescribed.

G. W. HOSS, *Sup't Pub. Instruction.*

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### SUBJECTS TO BE CONSIDERED AT EXAMINERS' CONVENTION.

The following subjects are to be considered at the Examiners' Convention on the 14th and 15th of July:

PAPER: Defects of Schools in Rural Districts, and the means of remedying the same.

PAPER: County Superintendency; Does Indiana need it?

PAPER: Work of Township meetings, and manner of conducting such meetings.

PAPER: The demand for Improved School Architecture, and means of securing the same.

**PAPER:** Is any legislation having for its object, greater uniformity of Text Books necessary? and if so, what shall that legislation be?

**PAPER:** Methods of conducting Examination of Teachers, Graduation of Licenses, &c.

**DISCUSSION:** Should our Township Libraries be enlarged and continued?

**DISCUSSION:** Should the present mode of employing Teachers in the Rural Districts be changed?

**DISCUSSION:** Should provision be made by legislation for the organization of County Boards of Education?

**MISCELLANY:** Presentation and consideration of needed amendments to the School Law.

Reports of Committees, Resolutions, &c.

The above is a synopsis of a circular sent to each Examiner in the State.

This circular gives the order of exercises, the names of the Examiners reading papers and leading in discussion, the amount of time allotted to the consideration of each subject, &c.

Teachers, Trustees, and other friends of education will be welcome visitors at this meeting.

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## CONVENTION AND EXAMINATION.

Examiners and Teachers will not fail to remember that the State Convention of Examiners will be held in the State House, in Indianapolis, on the 14th and 15th of July; and that the Examination of Applicants for State Teachers' Certificates will be held in the office of Public Instruction, on the 16th and 17th of July. (See fuller announcement in June number of the JOURNAL.)

G. W. HOSS, *Sup't Pub. Instruction.*

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## MEETING OF SCHOOL SUPERINTENDENTS OF CITIES AND TOWNS.

I hereby request a meeting of the School Superintendents of cities and towns in this State, at Shelbyville, July 30th. Among the many subjects demanding consideration, the following being the most urgent, will be presented:

1. School Reports of Cities and Towns; what shall they contain.

and what means can be adopted to secure greater uniformity in statistics?

2. School Records ; their value and methods of use.

3. A consideration of the School Law relating to cities and towns, so as to determine whether any amendments be needed, and if so, what they shall be.

4. The powers and duties of Superintendents of Public Schools in cities and towns.

Certain persons will present papers on these subjects, but the names of such cannot now be announced.

Every Superintendent is respectfully requested to bring such books or blanks as will show his method of registration, marking, obtaining averages, per cent., &c. Each is also requested to bring rules and regulations concerning absence and tardiness. This will be a brief method of comparing and judging plans. This is an important work, and must be done before the published Reports of our cities and towns can serve their highest purpose.

The fourth subject is, at this time, one of much importance in our State, as from ten to fifteen towns and cities are annually adopting for the first time in their history, the system of Superintendency.

I hope it is not necessary to urge upon Superintendents the importance of this meeting, and the consequent importance of their presence and co-operation. It is earnestly hoped that all who can, will be present and participate in the exercises.

GEORGE W. HOSS,  
*Sup't Public Instruction.*

*June 13, 1868.*

## EDITORIAL—MISCELLANY.

## FEMALE TEACHERS.

The words above furnish one of the interesting and important themes connected with our system of public education. They at once suggest thoughts of woman's high mission as an educator. They suggest her superior qualifications, her patience, her self-sacrifice, her quick sympathies, her warm affections, her deep devotion to her work, and oft her admirable success in that work. As pleasant and easy as it would be to set forth at length some of the qualities named above, we decline so to do in this article. Our aim is different and narrower, namely the presentation of the fact that the *older States give woman more prominence in education than do the new*. Statistics evidence this fact. Some of these statistics show the number of each sex employed in teaching, as follows: In Massachusetts, the number of Female Teachers employed in '67 was 9,885; the number of Male Teachers, 1,377. In some of the Counties the ratio is larger. In Berkshire County in the Summer term, the number of Female Teachers was 304; of Males, 5. In Franklin County the numbers were 252 and 3. Rhode Island employed last year as follows: Summer term, Female Teachers, 551; Males, 57. Winter term, Female Teachers, 505; Males, 157. Pennsylvania in 1865 employed 7,146 Female Teachers, and 4,392 Male Teachers. In New Jersey in '67, the number of Females was 3,280; of Males, 2,982. In Indiana the numbers were last year, Females, 4,041; Males, 6,012. In Kansas, Females, 644; Males, 541. In California, Females, 514; Males, 565. Thus we see that the law holds as above announced.

2. It will be found that each of these States is employing a larger per cent. of Female Teachers than it was ten years ago. Take for illustration Indiana and Iowa. In 1856, Indiana employed as follows: Females, 1,070; Males, 3,973. In 1867, Females, 4,041; Males, 6,012. The number of Female Teachers is about 25 per cent. of the whole in 1857, and a little over 40 per cent. in 1867. In 1857 Iowa employed as follows: Females, 1,424; Males, 1,572; and in '67, Females, 6,667; Males, 3,676. The change in some of the other States is even in a greater ratio.

3. We find further that the cities usually employ a much larger



number of female teachers than of male. The prevailing rule is that the older the city, and the more advanced the public sentiment, the larger the per cent. of female teachers, and the more prominent their position. This latter fact shows itself as follows: St. Louis makes a female teacher Principal of her Normal School; Chicago places a female teacher at the head of her Training School; Indianapolis and Fort Wayne, in our State, do the same.

4. Massachusetts, through her State Board of Education, has recently taken another step in advance, namely, recommended that women be placed on School Committees. The Board, after declaring that "Some towns in the Commonwealth have already chosen women on the School Committee," recommends "the General Court to pass a law, distinctly authorizing any town in the Commonwealth to put on the School Committee a certain portion of women, unless the present law be considered adequate." This is a significant step in advance.

The above facts warrant the following conclusion, namely, as the educational sentiment of a community advances, *it gives prominence to woman as an educator*. This is obviously a law of educational development. This true, we may kindly remind those persons that oppose the employment of female teachers, that in so doing they are paying an indifferent compliment to the educational sentiment of their communities. When one of the prominent qualifications of a teacher was an ability to "thrash the big boys," female teachers were at a discount. But now, when the chief qualifications are intellectual and moral force, conjoined with the ability to inspire a love of study and a respect for the teacher, female teachers are in demand. In conclusion, we would condense the above into a single statement, namely, *that woman is heaven's appointed teacher of the young*.

### MORE NEW SCHOOL HOUSES.

In a recent official visit we learned that the following towns were taking the initiative step toward building School Houses, namely: Greenfield, Hancock County; Rushville, Rush County; and Cambridge, Wayne County. It is estimated that the cost of these houses will be about as follows: the one at Greenfield, \$14,000; at Rushville, from \$18,000 to \$20,000; at Cambridge, from \$20,000 to \$25,000. The design of the respective Boards of Trustees is to have these houses ready for occupancy this Fall. Each city purposes issuing bonds under the Act of 1867. Three years more at the present rate of progress will put a tasteful and commodious School House in almost every County town in the State. Good school houses are at once cause and effect of educational advancement.

## METHODS, EXPERIENCES, PRACTICES.

## DRILLING ON SOUNDS OF VOWELS.

I submit the following method of drilling on the vowel sounds :

Take *a* for example as heard in *fate*.

1. Write the word on the board.
2. Pupils pronounce the word with full, clear voice. If any one is defective in pronunciation, drill such.

3. Class pronounce the word in concert, leaving off certain letters as the teacher signals the same, thus : *fate*, dropping *f* we have *ate*; next *t*, (*e* being silent needs no dropping,) and we have *a*. This should be pronounced several times by the class with clearness and force.

Treating *far* in the same manner, we have *far*; dropping *f*, we have *ar*; dropping *r*, we have *a*<sup>2</sup>. Drill on all the other sounds of *a* in same manner. After this is done, attach to them the symbols given in the spelling book used in the schools, thus :

*a*<sup>1</sup>, *a*<sup>2</sup>, *a*<sup>3</sup>, &c., or *a*, *ä*, *â*, &c.

This done, write them in a column on the board, and drill the class in concert, thus :

*a*<sup>1</sup>,  
*a*<sup>2</sup>,  
*a*<sup>3</sup>,  
&c.

After this is done, an exercise as follows will be valuable and interesting : Send the class to the board, requiring all to write one dozen words of one syllable, each containing the sound of *a* as in *fat*. Take for example the third sound. The columns will appear something thus :

Hat,	Sat,	Plat,
Pat,	Plat,	Fat,
Fast,	Mar,	Slat,
Fat,	Fat,	Hat,
&c.	&c.	&c.

After the writing, each pupil will spell and pronounce his column, the class correcting if they are able. Mistakes will occur, as in the first and second columns above. Each step in this exercise can be made very interesting, and it needs no affirmation of mine to assure any one that it will be profitable. If such a course shall be pursued with all the vowels, the pupil will be improved in accuracy, distinctness and elegance of pronunciation. With great confidence, I recommend this method to any who are teaching elementary spelling. \*\*

## CATALOGUES OF COLLEGES, ACADEMIES, AND SEMINARIES.

We desire in the next Report from the office of Public Instruction, to give fuller information than has heretofore been given, concerning Colleges, Academies, Seminaries, and other institutions of learning in the State. To this end, we respectfully solicit that catalogues of these institutions be sent to the office of Public Instruction. In case the following items of information be not given in the catalogues, we hope they will be sent in writing :

1. If the institution is controlled or supported by a religious body, give the name of such body.
  2. Whether incorporated and empowered to confer degrees.
  3. Date of incorporation.
  4. Cost of grounds and buildings.
  5. The amount of endowment.
  6. Number of volumes in library or libraries.
  7. Estimated value of apparatus, chemical, philosophical, or astronomical.
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## CIRCULAR OF THE INDIANA STATE NORMAL INSTITUTES FOR 1868.

The fourth series of Institutes will be held as follows :

No. 1, at Mitchell, beginning July 20; L. L. Rogers, of Greencastle, Superintendent.

No. 2, at Shelbyville, beginning July 27; G. W. Lee, of Charlestown, Superintendent.

No. 3, at Peru, beginning Aug. 3; ————— Superintendent.

No. 4, at Muncie, beginning Aug. 10; G. P. Brown, of Richmond, Superintendent.

Each Institute will continue two weeks.

The Committee have determined to make these Institutes equal to any that have ever been held in the State, and they have accordingly secured the services of a corps of educators, whose instruction will be especially practical and adapted to the wants of our Common Schools.

Prof. S. G. Williams, of Ithica, N. Y., an experienced teacher and an able Institute instructor of that State, will give instruction during the first week of each Institute, in English Grammar, Geography, and Theory and Practice of teaching.

Mr. M. R. Barnard, of Indianapolis, will assist in teaching during the first week of each Institute.

Miss N. Cropsey, who has charge of all the grades of Primary Instruction in the Indianapolis Public Schools, will give instruction during the second week of three of the Institutes, in the different branches of primary education.

Miss Amelia Brown, Principal of the Evansville Training School, will have charge of the department of Primary Instruction in the Mitchell Institute, and will also give lessons in free Gymnastics.

Mr. Daniel Hough, of Indianapolis, will give instruction at the Mitchell and Shelbyville Institutes.

Prof. J. Tingley, of Asbury University, will lecture on Physiology at two or more of the Institutes.

Prof. Geo. B. Loomis, teacher of Music in the Indianapolis Public Schools, will attend the second week of each Institute, and practically illustrate, by means of a class of children from six to ten years of age, how music may be taught in a simple and effectual manner in our common schools.

Eli T. Brown, of Richmond, will give instruction and conduct exercises in Gymnastics, in some if not all of the Institutes.

D. E. Hunter, of Shelbyville, Hiram Hadley and Cyrus W. Hodgins, of Richmond, N. E. D. Bowler, of Indianapolis, and other educators have consented to assist in the different Institutes, as their services may be required.

Instruction in Penmanship, and in Geography by map-drawing, will be given at each Institute by teachers of extensive experience in these branches of study.

Our State Superintendent, Prof. G. W. Hoss, will deliver a public lecture before each Institute. Other eminent educators have been invited and are expected to address the Institutes.

#### SPECIAL DESIGN.

The leading design is to give a thorough exposition of the most approved methods of imparting instruction; and as these methods are best given by actual teaching, much absolute knowledge of the subjects themselves may be gained.

#### EXPENSES.

The Committee believe that the increasing interest in Institute work will insure so large an attendance that the expenses can be met by the moderate contribution of \$2.00 for ladies and \$3.00 for gentlemen. This, payable in advance, will be the only charge for tuition. The Committee expect *nothing* for their personal services.

Many of the lady teachers will be entertained free at Mitchell, Muncie and Peru, and boarding at reduced rates is offered to teachers at all the places.

It is thought that most if not all of the Railroads in the State will return members of the Institutes free of charge. The Columbus and Indianapolis, Chicago and Great Eastern, Peru and Indianapolis and the Bellefontaine roads have already extended this courtesy. Also the Cincinnati and Indianapolis, and the Lafayette and Indianapolis roads will give free returns to teachers attending the Shelbyville Institute.

Those wishing to learn how to hold Institutes, will here have the advantage of learning from teachers of great skill and long experience. County Examiners are especially solicited to attend, that they may gain the knowledge requisite to enable them to fulfill the requirements of our School Law with reference to Institutes. Trustees, and others desiring to employ teachers, will have very favorable opportunities for making satisfactory selections by attending these Institutes.

Considering the talent employed, and the inducements offered by the Railroads, and the communities in which the Institutes are to be held, it is difficult to see by what other means any one interested in the cause of education can gain an equal amount of practical knowledge at so small expense.

It is believed that every *live* and *earnest* teacher, who possibly can, will attend one of these Institutes.

THOMAS CHARLES,  
*Chairman State Institute Committee.*

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### NORMAL INSTITUTES.

We hardly need urge teachers to attend these Institutes. All of our progressive and older teachers understand the benefits of such means of improvement.

We may, however, say to the young teacher, or to the foggy, who has never attended such an Institute, that if you expect to grow you must take food. These Institutes furnish diet of the highest nutrition for the teacher. Go, eat, and grow strong.

We would add a word of exhortation to Examiners. Many Examiners came into office in June, and it is fair to presume that some of these have never labored in Institutes, and yet are required by law to hold at least one Institute in their respective counties each year. This being the fact, we hope such Examiners will be present at these Institutes as anxious learners, that they may be in some sense prepared for holding Institutes in their own counties. Judging from the above programme, the instruction will be able and valuable.

## METEOROLOGICAL.

Meteorological Report, from the Indiana State University, for the Month of May, 1868.

Mean Temperature,	- - - - -	61°.47
Maximum Temperature,	(Thursday, 28th,)	82°.00
Minimum Temperature,	(Friday, 8th,)	42°.00
Warmest Day,	(Thursday, 28th,)	73°.20
Coldest Day,	(Wednesday, 13th,)	49°.40
Barometer, Mean Height,	- - - - -	29.074 in.
“ Highest,	(Sunday, 31st,)	29.383 in.
“ Lowest,	(Wednesday, 6th,)	28.676 in.
Relative Humidity, (1.00 denotes complete saturation of the air,)	- - - - -	.70
Amount of Rain,	- - - - -	5.20 in.
Cloudiness, (10 denotes entire cloudiness,)		5.43
Velocity of Wind per hour, (Robinson's Anemometer,)	- - - - -	3.08 miles.
Prevailing Winds, North and North-West.		

The month of May has been more than twelve degrees warmer than April, its maximum seven degrees higher, its minimum twenty-one degrees and five-tenths higher, its warmest day between seven and eight degrees higher, and its coldest day nearly twenty degrees higher. The moisture of the air has been somewhat greater than in April; the amount of rain, and the cloudiness about the same. The mean height of the Barometer has been less, and the range of the Barometer more than three-tenths less.

Comparing the present report for May with the general average for May in this State, we find the temperature and the mean height of the Barometer both less, and the cloudiness and the amount of rain both greater than the average. D.

## QUESTIONS USED IN EXAMINATION IN THE INDIANAPOLIS SCHOOLS.

The following questions were used at the recent Examination in the Indianapolis Public Schools, in the branches named. The questions were printed, and the answers were furnished in writing:

### PHYSIOLOGY.

*(Fifty minutes allowed for this exercise).*

1. Give the use of the bones, and name those of the lower extremities.

2. What is the difference between the bones of a child and those of an old person? Which will heal more easily if broken?
3. How many teeth does a grown person have? How can we preserve our teeth? How does tobacco affect them?
4. Name the digestive organs. Why should we not exercise vigorously immediately after eating?
5. Tell how the blood gets from the right side into the left side of the heart.
6. Why is it necessary to breathe *pure* air? How does expired differ from inspired air?
7. What is the cuticle? Why should we not sleep in the same clothes that we wear during the day?
8. What is the cerebrum?
9. What is the colored part of the eye called?
10. What kind of a room should a sick person be kept in?

## LANGUAGE LESSONS.—C INTERMEDIATE.

*(One hour allowed for this exercise).*

1. Define a sentence, and write one in each of the three forms.
2. Name and define the parts of a sentence, and mark them in the following: "All day the rain fell in torrents on the wide dreary prairie."
3. Mark the nouns in the following, tell why they are called nouns and how each one is used: "Boys, listen to the old man's friendly advice."
4. Mark the adjectives in the same, and tell how each one is used?
5. Define a verb, and write three sentences using the verb differently in each.
6. Define adverbs, and write a sentence using them in three different ways.
7. What are the prepositions in the following sentence, and what relation do they show? "Mary sits under the tree with a book in her hand."
8. What is an interjection, and why so called? Give an example in a sentence.
9. Write a sentence using the word "or;" tell what it may be called, and why.
10. Write five sentences describing your own city, and mark the nouns adjectives and verbs.

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EARLHAM COLLEGE—Changes the time of commencement from August 12th, as published in last year's Catalogue, to July 29th.

## LEAVING INDIANA.

With some regret we record the leaving of three of Indiana's prominent educators; namely, President A. R. Benton, President W. H. De Motte, and Prof. John Hougham.

Professor Hougham has recently been elected to a Professorship in the Agricultural College of Kansas located at Manhattan. Prof. H. filled for several years the chair of Natural Science in Franklin College, Johnson county. He had the reputation of being one of the first, if not the first, analytical chemist in the State. We have no doubt but that he will prove to Kansas that Indiana is a good State whence to call educators.

W. H. De Motte, President of Indiana Female College, accepts the Presidency of Illinois Female College, located at Jacksonville. President D. is a teacher by profession, having devoted himself to this work since his graduation at Asbury University in 1849. He has held two positions in this time, one as Instructor in the Deaf and Dumb Institute of this State; the other as President of the Indiana Female College. In each of these positions he has achieved success—success in the higher and better sense of that word. President D. is a young and growing man, and, if not unfortunate, will fill higher positions in the future.

President A. R. Benton, of the N. W. C. University, Indianapolis, has accepted the Professorship of Greek Language and Belles Lettres in Alliance College, Alliance, Ohio. President Benton has been in the N. W. C. University since 1855, six years as Professor of the Latin language and Ethics, and the remaining seven as President. President B. has not only held these positions, but *filled* them—filled them with labor, devotion, and success. In making the above statement, we think we know whereof we affirm, having labored with him nine years in the University. We incur no risk of overstatement when we say that in his removal Indiana loses one of her ablest educators, and we believe we are incurring no risk, when we say Ohio gains one that will take rank among her ablest.

In parting with these, each our personal friend, we have regrets at losing them from our State, yet, on the other hand, we have a quiet satisfaction in feeling that they will prove to the States in which they locate that *Indiana grows good material*.

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EXAMINERS.—As a large number of the Examiners were changed at the recent meeting of the County Commissioners, we shall publish in next issue the names and post office address of all that the Auditors shall have reported.



## EDUCATIONAL COLUMN AGAIN.

On the subject of Educational Columns in Newspapers, we must be allowed the privilege of "line upon line, and precept upon precept." We have presented this subject several times, and now present it again, and because of our unchanging convictions of its importance. If every county would sustain such a column as does Putnam, we have no hesitancy in saying that the educational sentiment would be perceptibly improved in every township in the State in less than twelve months. We feel justified in making this almost personal allusion to the Examiner of Putnam, because of the efficiency of his work in this matter. Again we commend this matter to Examiners, earnestly entreating them to give it thoughtful attention.

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STATE UNIVERSITY.—Next number of the JOURNAL will contain a handsome cut of the State University, accompanied by a historic sketch of the same. It will be a matter of interest to all connected with the Public Schools to know something more in detail concerning the Institution standing at the head of the Public School System.

If extra copies of the JOURNAL shall be wanted, information should be sent to the publishers by the 20th of July, so that they may print accordingly.

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SCHOOL YARD BOUQUET:—We have just received, per express, a handsome bouquet from the hands and kind hearts of the Shelbyville pupils. This bouquet, containing twenty-one varieties of flowers, was taken from the Public School yard, in which have played during the spring three hundred pupils. Children and flowers, fitting and lovely associates. Many thanks to these children for this expression of their regard. Pupils of the Shelbyville School, may you all grow up as pure and lovely as the flowers.

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CHURCH STATISTICS.—The address of the Bishops before the General Conference of the M. E. Church in May contained the following:

Total Membership.....	1,146,061
No. of Churches, <i>i. e.</i> , Houses.....	11,121
Value of Church Property.....	\$35,885,439
Centenary Contributions in '66 and '67.....	\$8,397,662

Much of this latter amount goes to educational purposes.

**CATALOGUES.**—We solicit Catalogues of the various institutions of the State, that we may notice the same in the JOURNAL.

**GRADUATES.**—The Ft. Wayne Public Schools graduated nineteen [19] pupils at the close of the school year. We suppose several other cities had graduates, but we have no reliable information.

**INSTITUTES.**—Vermillion County opens her Institute for the current year August 24th. D. E. Hunter is to superintend. Clinton County, on the 17th of August.

**INSITUTE HELP.**—An Institute laborer offers his services on very reasonable terms. Any one wishing further information, may obtain it by writing to the Editor of the JOURNAL.

**PROBLEM.**—The following problem is sent for insertion :

It is required to bisect a board, which is a trapezoid, into two such trapezoids that each will contain an equal number of superficial inches; premising the board to be 24 inches long; the ends respectively 12 and 6 inches in width. It is understood that the line of bisection is common to both trapezoids and parallel to the ends given.

A. W. J.

**TIPPECANOE COUNTY.**—The report of the Examiner, Mr. Dakin, to the County Commissioners, shows that he made one hundred and twenty-six [126] visits to the schools of his county last year. In many cases educational addresses were delivered to the citizens.

**A PLACE WHERE GOD IS NOT.**—A child instructed in the Sabbath school, on being asked by his teacher if he could mention a place where God was not, made the following beautiful and unexpected reply: "Not in the thoughts of the wicked."

**WIT AND BEAUTY.**—Lolande, seated at table, between Madame De Stael and Madame Roscamier, exclaimed, "how fortunate I am, seated between wit and beauty." "But without possessing either," rejoined Madame De Stael.

**JUNE BUGS.**—It is said that some scientific men in France have offered a premium of \$1 a pound for June Bugs. Would it not be well to offer a like premium for all Humbugs, salted, seasoned, and delivered?

**HEAD CULTURISTS.**—There are two classes of head culturists; one that cultivates the inside of the head; the other, the outside—with curling tongs, pomatum, perfumery, &c.

## FROM ABROAD.

A work entitled *Chapters on the Philosophy of Education*, by Prof. John S. Hart, of the New Jersey Normal School is soon to be issued by Eldredge & Brother, Philadelphia.

LOUISVILLE, KY.—The citizens and School Board have recently passed through a warm discussion concerning the co education of the sexes in the High School. Heretofore Louisville has proceeded on the monastic idea of separation of the sexes.

REV. GEORGE JUNKIN, D. D., died in Philadelphia, on the 20th of May, in the 78th year of his age. Dr. Junkin was successively President of Lafayette College, at Eaton, Pennsylvania; Miami University, Oxford, Ohio; and Washington College, Virginia.

CAMBRIDGE UNIVERSITY, England, recently conferred the degree of Doctor of Laws on the poet, Henry W. Longfellow. Doubtless an honor worthily bestowed.

CALIFORNIA.—The *California Teacher* says that some of the religious papers of that State oppose a geological survey of the State, "on account of a fancied conflict between that science and the dogmas of their churches."

Friend Sweet, do the shadows of the inquisition fall athwart the waters, darkening your goodly land of gold? or are these papers aiming only at ecclesiastic sensations?

OHIO.—From the last report of the School Commissioners we gather the following facts, for the year 1867:

Number of Children of School age.....	971,705
Number of Teachers .....	21,568
Amount Paid for Tuition .....	\$3,195,227.54
Length of Term of Schools in Weeks.....	25.96
Wages, Male Teachers, per Month.....	\$38.52
Of Female Teachers.....	23.80

[In this last item, Indiana is ahead by \$5 20 per month].

Number of Colleges .....	26
Number of Instructors.....	183
Of Students, Male.....	3,683
Female .....	1,055
Total.....	4,738
Of Graduates .....	212
Number of Institutes.....	45
Number in Attendance.....	3,610

[Only 109 ahead of Indiana; although the number of teachers in the State is a little more than double].

The report discusses elaborately and ably the subject of County Supervision of Schools.

**TENNESSEE.**—The National Normal School Association meets at Nashville, Tennessee, August 18th. Papers will be read as follows:

Educational Errors, Prof. G. M. Gage, Maine. Normal Instruction in Geography, Prof. John Goodison, Michigan. Text Books, Prof. M. A. Newell, Maryland. The Organization—including Grading and Course of Study in Training of Normal Schools—Prof. W. T. Phelps, Minnesota.

**CONNECTICUT.**—From the interesting and able report of the Board of Education of Connecticut we take the following facts:

Number of Children in State between four and sixteen years of age	123,650
Number of Pupils in School in Winter	80,148
In Summer	73,865
Average per cent of Attendance on Enumeration in Winter	47.3
Average per cent of Attendance on Registration	71.3
Length of Schools within the Year, in Weeks	32.9
Wages of Male Teachers per month, including Board	\$52.06
Of Female Teachers	24.91
Total Amount Expended for Education within the year	\$962,728

Six Institutes were held, with an average attendance of 159.

The Secretary of the Board, Hon. B. G. Northrop, makes a strong plea against the ancient *incubus* of "Rate Bills."

In another particular he strikes out in a new direction, namely, the suppression of sale of impure papers.

He has secured, through the proper rail road authorities, a prohibition of the sale of "immoral papers on the cars, or at rail road stations, in Connecticut." This is a step in the right direction, and we heartily commend it. Make the fountain pure, if you would have the stream pure.

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## BOOK TABLE.

**GRAMMATICAL SYNTHESIS.** — *The Art of English Composition.* By Henry N. Day, Author of *Logic, Rhetorical Praxis*, etc. New York: Charles Scribner & Co. 16mo., pp. 356.

Among the many recent efforts at improvement in our Grammars and Rhetorics, this work seems the happiest. The author has, in our judgment, sounded the key-note in language teaching. That key-note is struck when it is declared that the *formative* element in language is *thought*; thus maintaining that it is not the *letter*, but the *spirit* (thought) that maketh alive. So clearly and forcibly has the author announced this principle, that we think it well to present it in his own words. These words are as follows:

"Experience has decisively proved that the study of Grammar, Composition, and Rhetoric, must regard the thought that is to be expressed in language as the ruling element in discourse,—its organic, originating, and determining principle. \* \* \* Thought is the organic, vital element of language and of discourse."

Here is the principle on which the subject is treated in this volume; it is the golden thread on which are strung all the exercises, whether oral or written. Having for several years been an advocate for this method of teaching our language, we may be excused for pronouncing with some emphasis in its favor. Not having room for details, we notice only one point more, namely, the exercises under the rules. Happily, the author illustrates and enforces almost every principle by both oral and written exercises. This is at once philosophic and effective, for every child in its early study of language is most interested in its own language, i. e., language of its own making. Not all the culture of all the poets will attract the lingual attention of the Jones and Smith children, like the little sentences of the children of the Messrs. Smiths and Jones. Every human being desires to be a producer, and each is thrillingly alive to the merits and demerits of his own productions, whether they be of hand, heart, brain, or of all. Omitting all other details, we most heartily commend this book to every teacher of the English language, whether he be teacher of Rhetoric, Composition, or Grammar.

**INDIANA MISCELLANY**, consisting of Sketches of Indiana Life, the early settlement, customs and hardships of the people, and the introduction of the Gospel and of Schools, together with biographical notices of the Pioneer Methodist Preachers of the State. By Rev. William C. Smith. Cincinnati: Poe & Hitchcock, 16mo., pp. 304.

This work gives much interesting information concerning the early settlement of Indiana. The style is easy and natural, inspiring confidence in the sincerity and honesty of the author. This book will be found interesting to any desiring a knowledge of the early history of Indiana.

**TREATISE ON GEOMETRY AND TRIGONOMETRY**, for Colleges, Schools, and Private Students. Written for the Mathematical Course of Joseph Ray, M. D. By Eli T. Tappan, M. A., Professor of Mathematics in Ohio University. Cincinnati: Sargent, Wilson & Hinkie. pp. 344.

This work has the essential elements of a good text book on Geometry, namely, clearness, directness, and brevity (in demonstration.) Some Geometers are clear, but diffuse; some are brief (in demonstration,) but lack in clearness. The author of this work seems to have maintained a happy equilibrium among these excellencies, allowing no one to trench upon or impair the other. Originality is hardly

a predicable quality of a finished science, as is Geometry. Notwithstanding this fact, this work contains a few propositions that are not common in our College text-books. We believe that the teacher will find this work satisfactory in the *experimentum crucis*, i. e., the school room.

**POPE'S ESSAY ON MAN.**—Mr. S. R. Wells, of New York, has issued an illustrated copy of Pope's Essay on Man. An Indian in tattered garb, with his dog at his feet, gives impressiveness to the lines beginning :

"Lo! the poor Indian, whose untutored mind  
Sees God in the clouds and hears Him in the wind."

Three lovely maidens illustrate the lines beginning :

"Love, hope, and joy.  
Fair Pleasure's smiling train."

A student with his phrenological busts and skeleton add to the force of the following lines :

"Know thyself! presume not God to scan;  
The proper study of mankind is man."

By these means this work, always of rare value, is made more valuable.

**THE SATURDAY EVENING MIRROR** is a weekly paper of marked vivacity and interest. It gives promise of decided success, when it shall have had more years to develop in. It is published by Harding & Morton, at Indianapolis, at \$2.50 per annum.



1. The first part of the report is a general description of the project and its objectives. It includes a brief history of the project and a statement of the problem to be solved. The second part of the report is a detailed description of the methods used in the study. This includes a description of the experimental setup, the data collection procedures, and the statistical methods used to analyze the data. The third part of the report is a discussion of the results of the study. This includes a description of the findings and a comparison of the results with previous studies. The final part of the report is a conclusion and a list of references.

Wm. Dunsley Archd. Cin. O.

Lith. of Strobridge & Co. Cin. O.

INDIANA UNIVERSITY.



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# INDIANA SCHOOL JOURNAL.

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## INDIANA STATE UNIVERSITY.

### (C) HISTORIC SKETCH.

BY PRESIDENT CYRUS NUTT, D. D.

Two townships of land were set apart in the territory of Indiana for the purpose of establishing and maintaining a University. One of those townships was located in Gibson County, the other in Monroe County. As early as the year 18—, a part of the lands in Gibson County were sold, and Vincennes University organized. This incorporation was self-perpetuating. Subsequently, this Board of Trustees neglected to meet, and was regarded as having ceased to exist.

The GENERAL ASSEMBLY of the State of Indiana, January 20th, 1820, passed an Act, appointing Trustees for Indiana Seminary, located at Bloomington, Monroe County. These Trustees met and organized on the 15th of June following, selected the site for the Seminary on the College lands, adjoining the town of Bloomington, and appointed James Borland, an agent to sell the lots which had been laid off, and to invest the proceeds at legal interest. In March, 1822, the Trustees contracted for the erection of the first Seminary building, a two story brick, forty feet by twenty. Some two years elapsed before this was ready for occupancy, and then it was without windows and doors. At a meeting of the Trustees, held November 20th, 1824, the Rev. Barnard R. Hall was elected Principal of the Indiana Seminary for one year; the school to commence as

early as practicable in the following Spring. His salary was fixed at two hundred and fifty dollars per annum; the Board, however, prudently reserving discretionary power to increase the same, should the funds of the Seminary admit. Tuition was fixed at two dollars and fifty cents per session. The College Year was divided into two sessions of five months each, commencing the first Mondays in November and May, and closing the last Wednesdays of September and March.

The school opened in the Spring of 1825, under the care of Rev. Barnard R. Hall, A. M., with about twenty pupils. Mr. Hall was again employed for another year from the 1st of May, 1826, and allowed four hundred dollars for his services. He was now ordered to teach, in addition to Latin and Greek; English Grammar, Logic, Rhetoric, Geography, Natural and Moral Philosophy, and Euclid's Elements of Geometry.

On the 15th of May, 1827, John H. Harney was elected Professor, *pro tem.*, of Mathematics, Natural Philosophy, and Astronomy. He was allowed one hundred and fifty dollars for the first session, of which sum forty dollars were paid in advance. In the following November he was elected permanent Professor of Mathematics and Natural Philosophy. Each of the Professors, Hall and Harney, were awarded a salary of four hundred dollars per annum. Under their administrations, the State Seminary continued until 1828. No catalogues had as yet been published. We find, however, on the records, the following order for the benefit of Joseph A. Wright, subsequently Governor of Indiana, and Minister to Prussia:

"*Resolved*, That Joseph A. Wright be allowed, for ringing the bell, making fires, &c., in the College building during the last session of the State Seminary, the sum of \$16.50; also, for a lock, bell rope, and broom, \$1.37½; and that the Treasurer of the late Seminary pay the same."

"*Issued May 12, 1828.*"

The year 1828 marks a new era in the history of the State Seminary. In January of this year, it was by an Act of the Legislature, graduated from a Seminary to Indiana College. The names of the Trustees of the Corpo-

ration were for the first time recorded on the Journal of the Board. They are as follows, viz.: Edward Borland, Samuel Dodd, Leroy Mayfield, Jonathan Nicholls, James Blair, David H. Maxwell, William Banister, and William Lowe, all of Monroe County; and Seth M. Leavenworth, of Crawford County; and Williamson Dunn, of Montgomery County. These met and organized on the 5th of May, 1828. Dr. David H. Maxwell was elected President; and P. M. Dorsey, Secretary.

They immediately proceeded to ballot for President of Indiana College, and on counting the ballots, Rev. Andrew Wylie, D. D., President of Washington College, Pa., was declared unanimously elected; and Dr. David H. Maxwell was appointed a committee to inform him of his election. His salary was made one thousand dollars per annum. The Faculty then consisted of Rev. Andrew Wylie, D. D., President, and Professor of Mental and Moral Philosophy, and Belles Lettres; John H. Harney, A. M., Professor of Mathematics and Natural Philosophy; and Rev. Barnard R. Hall, A. M., Professor of Ancient Languages. Measures were also taken, at this meeting, to erect a new and larger building, eighty feet in length and thirty feet in width, and three stories high. This Board, unfortunately for the interests of the College, was a close corporation. The vacancies in the Board, instead of being filled by the Legislature, or the State Board of Education, as now, were filled by themselves. Hence the religious denomination or sect first having the power, could perpetuate that ascendancy through all time to come. This was the source of much opposition, and of many complaints by Methodists and other religious orders, and led to the establishment of the numerous sectarian colleges throughout the State. The Methodist Conference, before they built Asbury University, by Conference action, professed to patronize the State College and not build any of their own, if the State would so change the organization of the Trustees as to make them elective by the Legislature, or would place a Methodist in the Faculty. This request was refused, until after the Charter of the Asbury University was obtained in 1837. When it was too late,

the authorities of Indiana College, in the Spring of 1837, elected Augustus W. Ruter, A. M., a Methodist, to the Chair of Greek and Modern Languages; but this liberality came too late; the Methodists had already established an institution of their own at Greencastle.

Dr. Wylie arrived in Bloomington in the course of the Summer, and entered upon the duties of his responsible position. The first catalogue, if it can be called by that name, was published at the close of the Summer session. It contained the names of the students who had attended during the year, printed in alphabetical order, without any attempt at classification, and on very poor paper of the size of small commercial note paper, each copy consisting of one sheet. The cost of printing the whole edition was two dollars and fifty cents. The Trustees, at their next meeting, October 30th, 1828, adopted a Course of Study, extending through the Preparatory Department, and the Freshman and Sophomore years, and a code of By-Laws for the government of the Institution. The tuition fee in the Preparatory Department was ten dollars; in the Collegiate, fifteen dollars per annum; and the Janitor fee was one dollar per session.

The Institution thus started out as a College under favorable auspices. The thorough scholarship of the Faculty, and the acknowledged ability of Dr. Wylie, gave it public notoriety and favor. In 1829 the College Curriculum was completed for the Junior and Senior classes. At the close of the Academic year of 1830, the first Commencement was held, at which four young men received the Degree of Bachelor of Arts, *viz*: James W. Dunn, Michael Hummer, James S. Rollins, and William H. Stockwell. Every year since, for thirty-nine years, the University has sent forth her graduating class, until her Alumni now number three hundred and seventeen in the Literary Department, and one hundred and eighty-three in the Department of Law; making the whole number five hundred.

In 1832, owing to some unfortunate personal difficulties between the President and Professors, the Faculty were reorganized, and Professors Hall and Harney, closed

their connection with the College; and Beaumont Parks was elected in the place of the former, and E. N. Elliott, late of Miami University, in the place of the latter.

March 28th, 1837, the Department of Mathematics and Physical Sciences was divided into those of Mixed and Pure Mathematics, and Professor T. A. Wylie, then of the University of Pennsylvania, was chosen to the former and James F. Dodd, a graduate of the Institution, to the latter. These appointments were at first *pro tempore*, but, during the next year, they were made permanent. They were occasioned by the resignation of Professor Elliott, during the previous year, to accept the Presidency of a College in Mississippi. At this same meeting of the Board, the Department of Languages was also divided; Professor Parks retaining the Latin Language and Literature; and Augustus W. Ruter, was elected to the Chair of Greek and the Modern Languages.

On the 15th of February, 1838, an Act was passed by the Legislature, changing Indiana College into Indiana University; and on the 24th of September, 1838, the Trustees named in the act incorporation, met in Bloomington, and organized by electing Hon. Paris C. Dunning, President of the Board, and James D. Maxwell, Secretary.

The Board elected the last Faculty entire, standing thus: Rev. Dr. Wylie, President; Rev. T. A. Wylie, A. M., Professor of Mixed Mathematics; James F. Dodds, A. M., Professor of Pure Mathematics; Augustus W. Ruter, A. M., Professor of Greek and Modern Languages; Beaumont Parks, A. M., Professor of Latin and Latin Literature.

On the 6th of April, 1839, Professors Parks, Ruter, and Dodds, closed their connection with the University. Their chairs were temporarily filled until the same month of the next year, 1840, when Lieutenant Jacob Ammen, of the United States Military Academy, was chosen to the Chair of Mathematics, and John I. Morrison, A. M., long a distinguished teacher, to the Chair of Ancient Languages. At the same time, M. M. Campbell, A. M., a graduate of the Institution, was chosen Adjunct Professor of Languages and Principal of the Preparatory Depart-

ment. Mr. Campbell maintained his connection with the University for thirteen years, when he was succeeded by James Woodburn, A. M.,\* who died in office in 1865.

On the 5th of June, 1843, Professor Ammen resigned, carrying with him the kind regards of the Faculty and Trustees. Soon after, Professor Morrison, who had proved himself a most excellent teacher, also resigned, and his departure very was generally regretted. Their places were temporarily filled until the meeting of the Board in September, when the Chair of Ancient Languages was filled by Professor Daniel Read, of the Ohio University, and Professor Alfred Ryors, of the same University, was elected to the Chair of Mathematics. Professor Ryors resigned in 1848, to accept the Presidency of the Ohio University.

On the 11th of November, 1851, Dr. Andrew Wylie, the able President of the University for twenty-three years, died suddenly, after a brief illness. Dr. Daniel Read acted as President after Dr. Wylie's decease, until the end of the College year, when the Trustees appointed Professor T. A. Wylie, President, *pro tempore*. In 1852, President Ryors, of the Ohio University, was called to the Presidency of the State University, and held the office one year, when he resigned; and Rev. William M. Daily, D. D. LL.D., was elected to the same position, and served as President for five years and six months. He then resigned, and Professor T. A. Wylie acted as President until the close of the year, when the Board of Trustees elected John H. Lathrop, LL.D., of the Wisconsin University, to the Presidency. He accepted and served one year, when he resigned to accept a Professorship in the Missouri State University. In 1860, Rev. Cyrus Nutt, D. D., the present incumbent, was elected President of the State University, and entered upon his duties as such, in August of that year.

The endowment fund of the University, arising from the sale of the lands in the two reserved townships had increased, as early as 1840, to sixty thousand dollars. This was loaned, by the Auditor of State, in amounts not

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\*School Journal, January, 1858-'65.

greater than five hundred dollars to any one person, and that secured by mortgage upon real estate of double the value of the amount loaned, independent of perishable improvements. This bore interest at seven per cent. per annum. Hence the income of the Institution was four thousand two hundred dollars.

After the corporation of the Vincennes University had slept for forty years, two or three members of their old Board found themselves alive, and immediately undertook to resurrect the whole Board. They met and filled the vacancies, and began to manifest some decided symptoms of life. They took measures to recover the funds derived from the sale of the township in Gibson county, which they claimed as wrongfully withheld from them by the State, which had appropriated them to Indiana University, at Bloomington. At last, wearied with petitions and solicitations, the General Assembly, in 1846, passed an Act authorizing the Vincennes University to bring suit in the Marion Circuit Court. Suit was accordingly entered; but the decision being against them, they appealed to the Supreme Court of the United States, which reversed the decision of the Court below, and granted the claimants judgment against the State for sixty thousand dollars. To pay this judgment, would have absorbed all the endowment fund, and effectually crippled the State University. The State, however, kindly came to her relief, assumed the debt, and thus left her resources intact.

Another misfortune befell this University in April, 1854. At midnight the citizens of Bloomington were awakened by the cry of fire, and the ringing of bells; and upon looking out, they were horrified by the sight of the main College Building wrapped in flames. The edifice, with its entire contents, was consumed, embracing the valuable libraries of the College and two Literary Societies, numbering together, nearly ten thousand volumes. This seemed an irreparable calamity, and was the darkest hour in her history. Her most devoted friends were ready to yield to despair, and give up all as lost. But better counsels prevailed. Through the exertions of

Dr. Daily, and other friends, the citizens of Bloomington, and Monroe County, came forward nobly to her relief; and one of the most beautiful and commodious College edifices in the West, soon arose upon the ruins. Ten thousand dollars were subscribed in Bloomington and vicinity, and the remainder of the funds requisite for completing the building, were borrowed from the Sinking Fund of the State, incurring a debt of eighteen thousand dollars.

But in the midst of these struggles Congress donated to the University what was equivalent to another township of land, 23,040 acres. These lands were scattered through different parts of the State, and have been sold in part; and, from the proceeds of these sales, the endowment had, in 1860, been increased to \$80,000, and now it amounts to more than \$100,000.

As early as 1835 an effort was made by the Trustees to establish a law department, and elected Hon. Judge Blackford to that professorship; but he declined. Similar efforts on the part of the Board proved failures, until 1840, when the Hon. David McDonald, LL.D., Judge of the Bloomington Circuit Court, was selected, who ably and successfully filled the chair for twelve years. Judge Otto, LL.D., of New Albany, was associated with him from 1847 to 1852. Judge McDonald having removed to Indianapolis, and Judge Otto resigned, the Hon James Hughes, afterwards member of Congress, and Judge of the Court of Claims, held the professorship of law in the University for three years. After his resignation, the Hon. James R. M. Bryant was called to this department, which he ably filled until the commencement of the late civil war. He went out as Lieut. Colonel in one of the Indiana regiments, and was permanently disabled by a shell at the battle of Rich Mountain, in Western Virginia. In 1861, Hon. George A. Bicknell, LL.D., was elected Professor of Law, which position he still holds with distinguished honor both to himself and the University. From the organization of this department to the present, one hundred and eighty-three young men have graduated Bachelor of Laws, many of whom are occupying positions



of honor at the bar, on the bench, and in the political field.

The following changes have taken place in the professors since 1853: Rev. Robert Milligan, A. M., occupied the chair of Mathematics from 1852 to 1854, when he was transferred to the chair of Natural Philosophy, and Rev. Elisha Ballantine, A. M., was elected to the chair of Mathematics.

In 1856, Daniel Reed, LL.D., resigned his chair of Ancient Languages to accept a professorship in the Wisconsin University, when Professor Ballantine was transferred to the chair of Ancient Languages, and Daniel Kirkwood, LL.D., late President of Delaware College Delaware, was elected to the professorship of Mathematics and Civil Engineering. Professor Milligan, having resigned in 1855, Professor T. A. Wylie, who had been absent two years filling a professorship in Miami University, returned to his old chair of Natural Philosophy and Chemistry.

In 1863, Prof. Elisha Ballantine resigned his chair in the University, to accept the Secretaryship of the American Board of Commissioners for Foreign Missions; Prof. T. A. Wylie, with his consent, was transferred to the chair of Languages, and Richard Owen, M. D. was elected to the department of Natural Science and Chemistry. Prof. Kirkwood resigned his chair in 1866, to accept the professorship of Mathematics in Washington and Jefferson College, at Cannonsburgh Pa; and Prof. C. M. Dodd, A. M., was elected to the chair thus made vacant.

At their annual meeting in 1867, the Board of Trustees made several other changes. The department of Ancient Languages was divided into the department of Latin Language and Literature, and that of Greek Language and Literature. Prof. C. M. Dodd was transferred to the chair of Latin, Prof. Ballantine was elected to the chair of Greek. They also made two chairs out of the department of Natural Philosophy and Chemistry, viz: A department of Natural Philosophy, and a department of Natural Science and Chemistry, and Prof. T. A. Wylie was assigned to the former, and Prof. R. Owen to the latter.

The Rev. Amzi Atwater, after the decease of Prof. James Woodburn in 1865, was appointed Tutor, and at the close of the year was elected Adjunct Professor of Languages, and Preceptor of the Preparatory Department, which position he filled with great success until the late commencement, when he resigned to accept a professorship in Hiram College, Ohio.

The Faculty, as now constituted, are as follows:

Rev. C. Nutt, D. D., President, and Professor of Mental, Moral and Political Philosophy.

Rev. T. A. Wylie, D. D., Professor of Natural Philosophy.

Richard Owen, M. D., Professor of Natural Science and Chemistry.

C. M. Dodd, A. M., Professor of Latin Language and Literature.

Rev. E. Ballantine, A. M., Professor of Greek Language and Literature.

D. Kirkwood, LL.D., Professor of Mathematics.

Hon. G. W. Hoss, A. M. Professor of English Literature, and Theory and Practice of Teaching.

———, Professor of Modern Languages.

Hon. G. A. Bicknell, LL.D. Professor of Law.

The professorship of English Literature, and Theory, and Practice of Teaching was established last year, and Barnabas C. Hobbs, of Earlham College, was elected to fill it; but he declined, and it remained vacant until the recent meeting of the Board, when Hon. G. W. Hoss, A. M., Superintendent of Public Instruction, was unanimously elected to this chair. No better selection could have been made. His great reputation as a teacher, and his acquaintance throughout the State, render him a most valuable accession to the Faculty.

In 1838 provision was made for the admission of two students from each county free of charge for tuition. This was one step toward carrying into effect a provision in the first Constitution of Indiana, which required that "a system of education should be established by law, providing for a school in each district, a Seminary in each county, and University for the State in which tuition

shall be free, so soon as the funds of such University will admit. In 1860 the Trustees determined that the time had come when the doors of the University should be opened to all, free of charge for tuition. Hence they abolished all tuition fees, thus fulfilling the design of its founders, making it a **FREE UNIVERSITY**, and the head of the educational system of Indiana.

By an order of the Board of Trustees in 1867 ladies are admitted to all the College classes in the University; and during the year just closed, twenty ladies have been in attendance. The Scientific Preparatory Course was abolished last year; and this year the Trustees have cut off the entire Preparatory Department; so that the University is now one in reality, without a grammar school attached like most of the Colleges in the West.

Since the close of the war it has enjoyed unexampled prosperity. Her annual income has increased from \$5,600 to \$20,000, and the number of students have more than doubled. The State has now also taken it under her fostering care, having paid off its indebtedness of \$16,000, and appropriated \$8,000 per annum for its support. In its financial resources it now surpasses all other Institutions in the West, except Michigan University, and we hope that by the aid of its friends, and the fostering care of the State, that it will soon be made equal to any on the American Continent.

## OBJECTS TO BE AIMED AT BY THE PROFESSIONAL TEACHER IN THE COMMON SCHOOL.

BY BARNABAS C. HOBBS.

Many teachers fail, not for want of ability, but because they do not study and apply the means of success at their command. I will give a few of the objects that should be considered indispensable.

### PRIMARY TEACHING.

We may place, as the basis of success in this Department, love and sympathy. These are reciprocal powers. He that loves will be loved in return. This is particularly true of children. Beauty, elegance of dress, and external accomplishments, make on them a strong first impression, but time soon renders them secondary in influence. The child, whether it be with mother, sister, or neighbor, soon learns who are its friends. Its confiding faith is typical of the Christian's; and who does not know its respect and reverence under the power of love.

Children should never be deceived. They should ever be taught truth in science and morals. When they discover deception, faith is lost. When they say, "The teacher says so," in determining disputes, you have a place in their confidence, that is worth much for good. Do not lose it. Improve it well by giving diligence to your own mind and heart.

Children are in one sense automatons. You can lead them almost anywhere, so long as you are true to them. This work requires thought, a sense of responsibility, ease of manner, simplicity, cheerfulness, vivacity, love, earnestness, self-control, prayer, a sincere desire for their future, as well as temporal interests, almost all good qualities blended. It may be thought this standard supposes too much, but if each characteristic be carefully analyzed, and we resolve to attain it, habit will soon make it natural, though you may not have discovered it in your original predisposition.

Patience must not be overlooked, and is worth being considered by itself. Who has not, at sometime, entered

the schoolroom and found something provokingly wrong. You have felt vexed and ready to condemn, you did not know whom. Your thoughts and feelings oppressed you. Spleen lives in this element, and if indulged will damage you. Watch it. Wait and think all over carefully. Have *patience*. Look into your heart, and if it be sour try to sweeten it, and seek, if possible, to let in a little sunshine, and it is wonderful how much better you will feel,—how much more like work that will accomplish something. The tone of your voice will be firm and calm. Your bearing and manner will give confidence to the school. Your vexations will give place to sunny thoughts and general good feeling.

The Primary School is a favorable place to develop the *heart*. The teacher should watch its predilections. Corrupt language, falsehood, and a multitude of indiscretions should have their antidotes applied. Obedience is commanded not only for *wrath*, but for conscience sake. Let us ever bear in mind that the latter is the highest incentive to good conduct.

Much care should be taken to study childrens' minds and hearts. We were all children once, and can call to mind what we then were. Paul suggested much when he said, "When I was a child, I spake as a child, I understood as a child, I thought as a child, but when I became a man, I put away childish things." Our Savior when a man, remembered how He felt when a child, and had a tender compassion for children. His sympathy and kindness to them are touching evidences of His personal interest.

One of the prime objects of the teacher should be to inspire a high sense of honor and duty. Children admire stories that illustrate nobleness of character, generosity, friendship and kindness. Birds, insects, dogs, and cats, can be made to talk to them. We can cull flowers by the way, and weave from them a bouquet of thought, and at times when weariness is felt, we are ready to regale them with a pleasing entertainment, diffusing new life and vigor throughout the school. You may think you cannot become successful *Story Tellers*, but this is an

attainable art. It is not confined to the Abbots and Peter Parley. Try it. Keep trying until you learn it. You can begin with a Bee, Ant, Squirrel, or Bird, a Snake or a Weasel. Each may be made to teach, aptly, some good lesson, for ever since the days of Æsop children have loved this system of Object Lessons.

#### HIGHER GRADES OF PUPILS,

Are none the less benefitted by these appliances. As mind becomes more comprehensive, it is capable of a more manly order of thought. They are ready to receive models of character elucidated by appropriate biography. To do this, we must read. We must study the good and great, that we may inspire others with a desire to imitate them.

School entertainments are forcible and pleasing methods of awakening agreeable and useful associations in the youthful mind, and in luring it on in the pathway of knowledge. A little inventive genius in constructing apparatus, with the great and cheap facilities afforded by apparatus dealers will enable any earnest teacher, soon to become an adept in striking and highly entertaining experiments in Natural Philosophy and Chemistry.

Our youth should have early, a correct idea of good government. A school is a State or Nation in miniature, and by analogy, the operations of one can be understood by the other. Men and women are but grown up boys and girls, and when children can discover the nature and limitations of their rights, and the reciprocal obligations on which depends our safety, happiness and peace, they will be impelled by the healthful motives to obedient conduct at school, which afterwards will make them good citizens. The wise response of the Greek philosopher, to the enquiry, "What should boys learn at school?" was, "What they will practice when they become men." It has lost none of its force by time. Let them early learn that they must yet be men, and that their present work is but a preparation for that period, and that he who acts most nobly in youth, will be expected to reach the most noble standing amongst men.

It is more easy to give advice than to follow it, and the teacher often discovers that he has to contend with the weakness common to humanity, a readiness to be exacting towards others and yet claim indulgence for ourselves. He who would give force to his teaching, must himself aim to live up to his own ideal model.

Punctuality, earnestness, gentility, modesty, politeness, the virtues and graces that blend in the scholar, the friend, and the christian, must not be overlooked. The teacher, to appreciate his high calling rightly, must consider himself at work for the State, the social circle, and the church, for time and for immortality. He is opening the channels of thought and action for the future, as well as for the present. His work will not perish with him. It will live on, and on. He casts his bread upon the waters to be found after many days.

Another element of character in a successful teacher is *moral courage*. We display a true manhood best when in trouble. On such occasions we must fall back on self-control, self-energy, and moral courage. In these are found the true dignity and nobility of character. We make life real and earnest, and learn how to grapple with difficulty and to rise above it, rather than cowardly and faithlessly to despond and fail.

The teacher, whatever the estimation the world may have of him, is a great motive power in the earth. He who trains the children gives character to the nation. In this work will be found the preparation for the future statesman, orator, and philanthropist. In the school-room, under the teacher's lessons, for good or evil, for weal or woe, the plans of life are laid, and the germ of manhood expands and opens. Let every reader feel the greatness of the work, and if well performed, its nobleness. Make it so, and in harvest you will gather golden sheaves. When you are old a generation of men and women will meet you with blessings in remembrance of the past.

## EXAMINATIONS FOR PROMOTIONS.

BY HAMILTON S. M'RAE.

It is the design of this article to consider:

*First.* When examinations for promotions should be made.

*Second.* How to make them.

Since a large proportion of pupils desire to begin their school life at the beginning of the summer term, an annual examination for promotion, at the close of the winter term, will tend to maintain the same relative number of pupils in the several rooms throughout the year. The only serious objection to making promotions at the time suggested arises from the consideration that an extra number of classes may be thrown into the High School, before it is relieved by the graduating exercises. It is submitted, however, whether it would not be better to have these exercises in the early Spring, that the graduates may be ready to respond to the demand for employment incident to this season of the year.

But whatever time may be fixed for annual promotions, it will often be advisable to examine for promotion individuals in the higher grades, and both individuals and classes in the lower grades. The monthly written examinations, which are required in all thoroughly organized schools, will present an opportunity for judging when these exceptional cases should occur.

To conduct an examination fairly, it is necessary to fix a minimum standard for promotion. This standard should be such as all of sound mind may attain by regular attendance and industrious habits. A general average of 75 per cent., with a requirement of not less than 60 in every branch, is as convenient as any other. The subject matter of the examination should embrace all the studies of the class or department from which the pupil is to be transferred. The questions, for the most part, should be in writing, and have due reference to the degree of severity previously required.

The following suggestions are offered as to examinations in the several Common School branches:



## READING.

For admission to a High School, where extraordinary care should be exercised to discover the relative standing of the candidates, allow each to read the same selection, not in the hearing of, but apart from each other. For a credit of 100 per cent., there should be proper position, correct pronunciation, distinct articulation, and full expression. For entire failures in these several respects, deduct 10, 20, 30, and 40. As to the degree of failure in any case, the teacher who has courage to exercise an independent judgment will be most likely to give satisfaction. To such a teacher, after a little practice, the conscientious observance of the reader's voice and manner will vividly suggest the proper deductions.

## ORTHOGRAPHY.

Let 20 words be written or printed on paper or slates. Take off 5 for each word incorrectly spelled.

## WRITING.

Make proper allowance for the grade of the pupils. The relative progress should be shown by the credits. The marking should indicate the degree of improvement, rather than the absolute attainments of the pupils. If pupils have made such progress in writing as would entitle to promotion, in case other work is done as well, do not mark below 75 per cent.

## ARITHMETIC.

Combine the results of Oral and Written Arithmetic. Examine candidates for High School separately in Oral Arithmetic, giving to each the same questions. Mark down freely for great hesitation or deficient analysis. If two examples only are given, allow 25 for each prompt analysis. In Written Arithmetic allow 10 for each of the 5 examples, deducting 5 if the requisite explanation is wanting. In the simple abstract examples intended for practice in the fundamental rules, deduct according to number of figures wrong; but when the object is to test

the knowledge of the pupil in reference to a general principle, as the placing of a point in the division of decimals, the failure should be regarded as almost total.

#### GEOGRAPHY.

As in most other subjects, the higher the class the broader the topics should be. What State is east of Indiana is as difficult for a beginner to answer as for an advanced pupil to bound the United States and locate the capital. Some care should be taken to frame the questions with a view to convenience in marking. Where simple questions are asked, in connection with those very difficult, several of the simple questions may be arranged under one of the ten numbered heads.

#### HISTORY.

Frame most questions so as to require an answer embracing date, place, person, and cause. The most important element in the answer is the assignment of the proper cause of the event.

#### PHYSIOLOGY.

The examination should be topical, by all means. Instead of asking how many bones in the skull, ask for a description of the skull.

#### GRAMMAR.

Make the questions as comprehensive as possible, such as :

1. Name and define the parts of speech.
2. Name and define the cases.

Ten questions on most subjects, properly framed, will bring out to better advantage the systematic mind, than a larger number possibly can.

The judicious examiner will not be slow to discover that no specific rules for conducting examinations can be given, which will be applicable to every school, much less to the various circumstances of each individual case.

## SCHOOL OFFICERS' DEPARTMENT.

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### NAMES AND POSTAL ADDRESS OF EXAMINERS.

The following list gives the names and postal address of Examiners so far as reported. Those starred were reappointed; all others are new appointees. The changes are greater than we anticipated, and we fear greater than the educational interests of the State demand.

In a few cases we know from personal acquaintance that the former incumbents were the leading educators of their counties, yet for some cause they were not reappointed. This non-appointment may have arisen, in most cases, possibly in all, from the wish of the incumbent; in some, from a local prejudice; and in others, from an earnest and fearless discharge of duty. (For, lamentable as it is, a man may do too much, and do that much too well, for present popularity. Heroes they—and of whom the world may not be worthy, yet heroes still). We trust, however, that this latter cause has in no case been operative in producing a single change named.

The blanks indicate, not the absence of an appointment, but the absence of a report of appointment. Below we give the names reported to date, July 10th:

Adams .....	*S. C. Bollman .....	Decatur.
Allen .....	*J. H. Smart .....	Fort Wayne.
Bartholomew .....	*Amos Burns .....	Columbus.
Benton .....	*S. McMillen .....	Oxford.
Blackford .....	*M. S. Stahl .....	Hartford City.
Boone .....	Jas. M. Sanders .....	Lebanon.
Brown .....	.....	.....
Carroll .....	*J. W. Fawcett .....	Delphi.
Cass .....	*Jno. C. Brophy .....	Logansport.
Clark .....	*Geo. W. Lee .....	Charlestown.
Clay .....	W. H. Atkins .....	Bowling Green.
Clinton .....	E. H. Staley .....	Frankfort.
Crawford .....	Jno. M. Smith .....	Leavenworth.
Daviess .....	*Jno. R. Phillips .....	Washington.
Dearborn .....	.....	.....
Decatur .....	Jas. R. Hall .....	Greensburg.
DeKalb .....	W. H. McIntosh .....	Auburn.
Delaware .....	*T. J. Brady .....	Muncie.
Dubois .....	*A. J. Strain .....	Jasper.
Elkhart .....	*Valois Butler .....	Goshen.
Fayette .....	J. L. Rippetoe .....	Connersville.
Floyd .....	P. V. Albright .....	New Albany.

Fountain		
Franklin	*W. B. Maddock	Brookville.
Fulton	A. V. House	Rochester.
Gibson	*W. T. Stilwell	Oakland City.
Grant	*G. W. Harvey	Marion.
Greene	*L. B. Edwards	Bloomfield.
Hamilton	S. N. Cochran	Noblesville.
Hancock		
Harrison	*A. W. Brewster	Corydon.
Hendricks	*A. J. Johnson	Danville.
Henry	Daniel Newby	New Castle.
Howard	*R. Vaile	Kokomo.
Huntington	*R. A. Curran	Huntington.
Jackson	*J. K. Hamilton	Brownstown.
Jasper	*S. P. Thompson	Rensselaer.
Jay	Thomas Bosworth	Portland.
Jefferson	*P. R. Vernon	Manville.
Jennings	John Carney	Vernon.
Johnson		
Knox	*W. B. Robinson	Vincennes.
Kosciusko	J. H. Carpenter	Warsaw.
Lagrange	*A. F. Randolph	Lagrange.
Lake	J. H. Ball	Cedar Lake.
Laporte	W. P. Phelon	Laporte.
Lawrence	J. B. Crow	Bedford.
Madison	*O. P. Stone	Anderson.
Marion	*W. A. Bell	Indianapolis.
Marshall	T. McDonald	Plymouth.
Martin	H. A. Peed	Dover Hill.
Miami	*G. I. Reed	Peru.
Monroe		
Montgomery	Jno. W. Fuller	Crawfordsville.
Morgan	J. H. Henry	Martinsville.
Newton	O. P. Henry	Adriance.
Noble		
Ohio		
Orange		
Owen	W. R. Leach	Freedom.
Parke		
Perry	H. J. May	Cannelton.
Pike	Jno. K. Patterson	Petersburg.
Porter	T. Keen	Valparaiso.
Posey	*M. W. Pearse	Mount Vernon.
Pulaski	G. W. Clinger	Winamac.
Putnam	*L. L. Rogers	Greencastle.
Randolph	*J. G. Brice	Winchester.
Ripley		
Rush	J. M. Hodson	Carthage.
Scott	Jacob Hollenbeck	Lexington.
Shelby	James Milleson	Shelbyville.
Spencer		
Starke	J. E. Short	Knox.
Steuben	*L. R. Williams	Orland.
St. Joseph	*E. Sumption	South Bend.
Sullivan		
Switzerland	*R. F. Brewington	Vevay.
Tippecanoe	*H. S. Dakin	Lafayette.
Tipton	*C. N. Blount	Tipton.
Union	A. W. Pinkerton	Liberty.
Vanderburg		

Vermillion .....	D. G. Terry .....	Newport.
Vigo .....	Thos. B. Long .....	Terre Haute.
Wabash .....	*Alvah Taylor .....	Wabash.
Warren .....	M. T. Case .....	Williamsport.
Warrick .....	*J. D. Forrest .....	Boonville.
Washington .....	.....	.....
Wayne .....	*Jesse H. Brown .....	Richmond.
Wells .....	*J. S. McCleary .....	Bluffton.
White .....	.....	.....
Whitley .....	*I. B. McDonald .....	Columbia City.

### CITY BONDS.

Trustees have frequently inquired of us for a suitable form of bond for raising funds for building school houses, in accordance with an act approved March 11, 1867. In order to answer these inquiries, we sent for and obtained the form of bond adopted by Shelbyville, Shelby county, and here insert the same :

No. .... BOND. \$ .....  
OFFICE OF CITY CLERK,  
SHELBYVILLE, IND., ..... 186..

Treasurer of the City of Shelbyville, pay to John Smith, or order, on the ..... day of ..... 18...., the sum of ..... dol-  
lars ...., with interest thereon at the rate of ... per cent. per annum from the date hereof, payable at the City Treasurer's Office in said City.

Attest :

..... City Clerk.

..... Mayor.

STATE OF INDIANA, }  
COUNTY OF SHELBY, } ss.  
CITY OF SHELBYVILLE. }

I, ....., Clerk of the City of Shelbyville, do certify that the annexed bond was issued on the ..... day of ..... 18...., in accordance with the provisions of an ordinance ..... passed by the Common Council of said City, on the .... day of ...., 18....

In witness whereof I have hereunto set my hand and affixed the seal of said City, this .. day of .... 18....

..... City Clerk.

## EDITORIAL—MISCELLANY.

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### TEACHERS' INSTITUTES.

As we are just entering the Institute work of the current year, a few remarks concerning Institutes seem appropriate at this time. We notice first the legal provisions.

The school law makes it the duty of every Examiner to hold an Institute in his county as often, at least, as once each year. It provides further, for the closing of all public schools in the county while the Institute is in session. As there has been some doubt concerning the manner of giving the teachers legal notice of the proposed Institute, we would here remark that it is believed the requirements of the law will be met whenever a teacher is informed by either Trustee or Examiner of the time and place of holding the Institute. This information must, however, be given to the teacher, and not announced merely in a general manner to the public. A newspaper announcement is, therefore, not sufficient, unless such means are used as will, without fail, bring it to the notice of all the teachers of the county.

The object of this closing of the schools is to give teachers an opportunity of attending the Institutes. At this point, it will, however, be observed, that the law does not make it obligatory on teachers to attend these Institutes. In this particular the law has been criticised by many. We, however, defend the law, claiming that the law makers had cause to believe that every teacher properly imbued with the noble spirit of his calling, would, on all practicable occasions, avail himself of this valuable means of improvement, and that he would do this without the interposition of law. The facts of the last three years, however, compel us to admit that this assumption so complimentary to the teacher has not been sustained in its fullest sense. Nevertheless we are of the opinion that it will be better sustained in the future, as teachers come to understand and, consequently, to appreciate Institutes better. At this point we make the following recommendations:

1. That Examiners should, if practicable, issue certificates of attendance to every member of the Institute, who shall have been regular and faithful during the session. If it be not practicable to

do this, they may give the teacher credit for this attendance on his license.

2. It is recommended that Trustees in employing teachers take cognizance of the fact of their attendance or non-attendance at the Institutes, giving to it its due merit in determining the teacher's per diem.

Other things equal, we do not hesitate to say that the teacher who regularly attends and faithfully engages in the exercises of his county Institute, is better qualified to teach than the teacher who habitually neglects or refuses to attend these Institutes. Consequent upon this last fact, the Examiner and Trustee should pursue the course indicated above.

Before leaving this branch of the subject, it seems proper to state that the money drawn from the County Treasurer is not to be used, as some have supposed, in paying the per diem of the Examiner. On the contrary, it is to be used in defraying the necessary expenses of the Institute, such as printer's bills for circulars, (if any be issued,) traveling expenses of lecturers, pay for labors of instructors, if any of eminence and ability be brought from a distance. The Examiner is to be paid from the same source whence he is paid for his general duties, such as visiting schools, making reports, &c. If any Examiner or other person is in doubt on this point let him read the first clause of the 43d section of the school law. This clause reads as follows: "The said School Examiner shall receive three dollars per day for every day actually employed in the discharge of the duties required by this act, to be paid out of the *ordinary county revenue*." In our judgment this decides the point at issue with a clearness that puts it beyond controversy. Lest, however, all may not see it thus, we call attention to the words *every day employed in the discharge of duties required by this act*. This act, i. e., this general school law requires him, (the Examiner,) to be employed five days in every year, in holding an Institute. This labor is, therefore, as specifically required by this act, as is the labor of visiting schools, making reports, &c., hence is to be paid for in the same manner and from the same source as other labors are paid for. Again, as to the source, the law is explicit, namely, "*the ordinary county revenue*." Therefore the essential point in this part of the law is this, that the Examiner is not authorized by law to appropriate this money to himself and then levy a tax on the teachers to pay the expenses named above, printer's bills, lecturers' bills, &c. Any Examiner who does this is clearly violating the law, and should be dealt with accordingly. Second, and cognate to this, it was the design of the legislature to make the Institute as nearly free of charge as possible to every teacher in the county. We hope the above

will make this part of the law clear to those who have entertained doubts concerning these points.

Passing from the legal consideration of Institutes, we notice

## II. THE MANAGEMENT OF INSTITUTES.

Though this branch of the subject is both large and important the limits of this article demand brevity.

The management of an Institute is at once difficult and delicate. It is no place for novices or bunglers. The time of the teachers is too precious, and the ends to be subserved too sacred for this. Let *parvenus*, therefore, who would rush into this work without consideration beware. No one has a right to inflict for one hour, saying nothing of one week, his ignorance, or twaddle upon a body of earnest, truth-loving, and truth-seeking teachers. Wo betide him who will do this willingly and knowingly. As a few specific elements in the management of an Institute we would name the following:

1. *Programme of Exercises*.—There should be provided and placed on the blackboard, or in some other place accessible to all, a programme of exercises. This should embrace the entire exercises of the day, and, unless for extraordinary reasons, should be strictly adhered to. When we say strictly, we use the word in its strongest sense. Hence we mean not only that no exercises shall be displaced, but that each exercise shall have the exact time allotted it—every moment of that time, not one minute more. We have seen Institutes run in such manner that though the programme was on the board before the teachers, they never knew the hour of any exercise. Some plodding instructor, or some wordy lecturer was allowed to stretch one hour into two, thus allowing one exercise, like Aaron's serpent, to swallow, or at least, derange all the rest. This should be prohibited absolutely. The programme of any day may be modified for the next, but this modification should be made before the exercises of the next day begin; and after it is made it should be adhered to with scrupulous exactness, unless for urgent reasons as indicated above.

2. *Modes of Instruction*.—At present there are two general modes of giving instruction in Institutes. One may be called the lecture mode, the other, the recitation mode. These each have their advantages and their disadvantages.

The lecture mode gives a larger number of facts to a larger number of teachers in the same time, but it fails in drill. It gives the teacher much information about the *what* and the *how* of his business, but it does not take him through the *do* of it. Under this method the teacher often fails totally and discouragingly to be able, on returning to the school room, to apply the principles and methods so



fluently, (and may be *logically*,) set forth by the professional talker. Added to all this, there are few things that tire teachers or other people more than being lectured to, *i. e.*, *talked at*, for six hours a day for five consecutive days. This is pleasant enough and easy enough for the talkers, especially if there be five or six of them as is usual, but it is prostrating, almost crushing to the hearer. To make labor relishable we must *perform* it rather than *bear* it; we must be *active* rather than *passive* agents. We speak from the experiences of ourselves and others; hence with the more confidence press this upon the attention of Institute managers.

On the other hand, the recitation method gives a smaller amount of knowledge, but usually on specific subjects, and within definite limits, and as a consequence subject to the teacher's command. Added to this, the pupil, or pupil teacher, becomes the doer rather than the hearer, consequently is interested and profitted, because he is *doing* rather than *hearing*. Consequent upon the fact that the teacher was practiced in doing rather than in hearing, he will go home able to apply at least all the methods in which he was trained.

In conclusion, therefore, on this point, it is our opinion that these two methods should be blended, whenever such is possible. Arithmetic, for instance, should be recited; Theory and Practice lectured.

3. *Questions and Criticisms*.—At the end of each lecture or recitation, a short period should be appropriated for questions by the class or Institute, as the case may be. These questions should touch matter and method, and may reach the manner of presentation by the instructor or lecturer. These should never degenerate into playfulness or captiousness. At the close of each day there should be a short report from critics previously appointed. This report should touch manner, matter, pronunciation, grammar, &c., in short all matters legitimately belonging to the Institute. These criticisms must be given and taken pleasantly, and always in the spirit of professional courtesy.

4. *Discussions*.—A short period of every Institute should be appropriated to discussions. The themes of discussion should, in general, be chosen with a due reference to the interest and improvement of the younger members of the Institute. It should be a general rule in the management of an Institute, to encourage, and when practicable, to call out the younger and more diffident teachers. Perhaps no occasion is more favorable than that afforded by discussion, provided the theme be chosen with proper regard to their experience and ability.

These discussions may be held near the close of the Institute, in the afternoon, or they may be held in the evening in the absence of public lectures.

5. *Memoranda* :—As many suggestions are made and modes presented, it will be impossible for any teacher to remember all. It therefore becomes a necessity, for any who would derive the highest advantage from the Institute, to provide themselves with blank books, in which they may make notes of anything they may wish to retain. These notes though meager, and crude, may be expanded and classified at leisure, after the close of the Institute.

6. *Rooms, Blackboards, Etc.* :—Suitable rooms, blackboards, seats, desks, charts, crayon, &c., are indispensable to the success of an Institute. And by the term suitable, as applied to rooms, we do not mean the dark and dingy basement of some dilapidated church, which has been tenantless for ten months; nor do we mean that you are to send for brooms to sweep out the rooms, after the teachers have assembled, and for a hammer and nails to repair the seats, before the teachers can be seated for the opening exercises. We are, however, glad to know that such matters have occurred only in a small number of counties, but while they occur in a single county, they occur in one county too many. They are a shame to the Examiner, and we do not hesitate to say that any Examiner who will allow such to occur the second time, richly deserves public censure, and should by all means receive his deserts.

That portion of the law which requires the Examiner to "hold, or cause to be held, an Institute," likewise requires him to make all other needed provisions for the success of such Institute. No Examiner may therefore plead want of legal authority for these things. To the great majority of Examiners these remarks do not apply. Let only those to whom they apply give heed.

7. *Sociability* :—One of the incidental, yet one of the appropriate works of an Institute, is a cultivation of the social element. As some may deem this sentiment a little novel, we may be allowed to say, many of our pleasing remembrances of professional associations are direct results of Institute sociabilities and Institute friendships. Let sociability, therefore, receive proper attention. As a means to this end we would suggest that a short period be set apart early in the session for introductions and the formation of acquaintances. By this each member has a week in which to use and enjoy his social capital, whilst if acquaintances are not formed until the last day of the session, they are of short use, and yield but small pleasure. We do not think we over-estimate this element, therefore, we commend it to the consideration of the Superintendent or Manager of the Institute. For surely all turn with delight to the pleasing remembrances of early friendships.

There are many other points that will require the careful attention of the successful Institute manager, but our article being already unduly long, we omit all others for the present.

Hoping that these suggestions may be of some value in giving increased efficiency to the great Institute work of our State, they are cordially commended to all whom they may concern.

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## GRADUATION IN THE INDIANAPOLIS TRAINING SCHOOL.

The Indianapolis Training School opened in the spring of '67, graduated its first class last June. The class numbered fourteen, and gave promise of a future of extended usefulness in the profession. The exercises were not such as is usual on graduation days, papers, essays and orations, but were in our judgment much better, namely, model recitations. Some of the subjects were Phonic Spelling; Lesson on a Bird; Lesson on Music; Lesson on Plants. Some of these lessons were admirably conducted, and all so as to give satisfaction. This school being sustained for the purpose of furnishing teachers for the schools of Indianapolis, it is the purpose of the Board of Trustees to give all of the graduates, if possible, a place in these schools.

The following is the Diploma given each graduate:

TRAINING SCHOOL DEPARTMENT of the INDIANAPOLIS PUBLIC SCHOOLS. DIPLOMA. This is to certify, that \_\_\_\_\_, has completed the prescribed course of instruction and practice, Elementary and Preparatory, in the INDIANAPOLIS TRAINING SCHOOL, and is deemed qualified to teach Reading, Spelling, Writing, Drawing, English Grammar, Geography and Arithmetic, together with such incidental subjects as pertain to the Principles and Processes of Primary Instruction, in accordance with the most modern and approved methods.

\_\_\_\_\_, *President of the Board of Trustees.*

[SEAL.] \_\_\_\_\_, *Superintendent of the Public Schools.*

\_\_\_\_\_, *Principal of the Training Schools.*

Indianapolis, Ind., \_\_\_\_\_ 18—.

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## GRADUATION IN THE TERRE HAUTE PUBLIC SCHOOLS.

The Terre Haute Public Schools graduated ten pupils from the High School at their Commencement in June. The Terre Haute papers speak in commendable terms of the exercises, and of the individual efforts of the members of the class. We have not seen the

form of diploma given. We are furnished however with a beautiful and appropriate song, composed by one of the teachers, and sung on the occasion. The author of this song is Miss Meiley, one of the teachers in the High School. With pleasure we present this song to our readers. It is an honor alike to the head and the heart of its author:

[CLASS SONG.]

### WEAVERS OF LIFE.

BY MISS MEILEY.

The Shuttle flies fast,  
That weaves out at last.  
The pattern we make with our lives.  
God grant to our woof,  
Instead of reproof,  
"Well done," when the Master arrives.

With skill from above,  
We'll weave roses of love,  
'Mid the sharp stinging thorns of despair;  
Sweet lilies of peace,  
On the back-ground of grief,  
That the beauty of both may appear.

Weave the full golden ear,  
In the brown sheath of care,  
Grapes rich with the red wine of life;  
Weave linen, inwrought  
With the gold tint of thought,  
And the purple of passionate strife.

In the Master's design,  
May our finished work shine,  
Transferred to the curtain above,  
For the temple of souls,  
As eternity rolls,  
To show forth His unmeasured love.

Brave Weavers toil on  
At the magical loom  
Which fashions the web of each heart;  
Choose wisely each strand,  
Cast sure from the hand,  
The shuttle that flies like a dart.

Weave, weave for the land,  
Where no false weaver stands,  
With the perishing fabrics of time;  
But the work of a day,  
All their gaudy display,  
Doomed to fade in the presence sublime.

## METEOROLOGICAL.

Meteorological Report, from the Indiana State University, for the Month of June, 1868.

Mean Temperature,	- - - - -	71°.55
Maximum Temperature,	(Wednesday, 17th,)	92°.5
Minimum Temperature,	(Wednesday, 10th,)	47°.5
Warmest Day,	(Tuesday, 16th,)	82°.03
Coldest Day,	(Sunday, 21st,)	58°.87
Barometer, Mean Height,	- - - - -	29.249 in.
“ Highest,	(Sunday, 7th,)	29.432 in.
“ Lowest,	(Friday, 19th,)	29.039 in.
Relative Humidity, (1.00 denotes complete saturation of the air.)	- - - - -	.69
Amount of Rain,	- - - - -	2.91 in.
Number of Rainy Days,	- - - - -	7
Cloudiness, (10 denotes entire cloudiness,)		4.39
Velocity of Wind per hour, (Robinson's Anemometer,)	- - - - -	1.565 miles.
Prevailing Winds, North, South-West and South.		

The Temperature of June, in its mean, its maximum, its warmest, and its coldest day, has been about ten degrees warmer than that of May; and in its minimum, about five degrees warmer. The moisture of the air has been about the same, the cloudiness less, and the amount of rain much less. The mean height of the Barometer has been higher, and the range much less, both indicating less rain.

Compared with the general average of the State, the mean temperature, and cloudiness, are nearly the same; the moisture of the air, and the amount of rain, less. The mean height of the Barometer is also less.

D.

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 TRIBUTE OF RESPECT.

On receipt of President A. R. Benton's resignation, the Board of Trustees of the North Western Christian University passed the following highly complimentary resolutions:

*Resolved*, That the directors of the North Western Christian University have received, with sincere and profound regret, the resignation of A. R. Benton, of the office of President and Professor in the University.

2. The Board have felt compelled to accept the said resignation, only because tendered without reserve or conditions.

3. In accepting President Benton's resignation, the Board feel called upon to express their high appreciation of his character and

ability, by recognizing in him alike the high-toned and polished gentleman, the thorough and critical scholar, and the pure and devoted christian.

4. As an educator we believe he has few, if any, superiors; in discipline happily blending that gentleness and firmness, which at once secure affection and command respect; with an absorbing interest in the great question of education at large, and a singular devotion to the moral welfare, as well as the literary progress and success of the school with which he has been connected for the long term of thirteen years, he has justly earned as he certainly receives, our unreserved and unqualified respect.

5. While we regret the necessity which takes him from the Presidency of our Institution, we can but congratulate the one which has been so fortunate as to secure his services; and we express the fervent prayer that his life may long be spared for the prosecution of his chosen labors, and that those labors may be as abundantly blessed in the future as they have been abundantly successful in the past.

ELIJAH GOODWIN, *President*.

M. M. B. GOODWIN, *Secretary*.

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## METHODS. EXPERIENCES, PRACTICES.

### RELIGIOUS EXERCISES IN OPENING SCHOOL.

The influence of Opening Exercises in schools is sometimes undervalued. Many teachers pass through the formula, much as they would ring the bell, or call the roll. It is with them a duty to be performed; they acknowledge the salutary effect upon the pupils, but have not the eye of faith to see any lasting beneficial results in the future. Experience teaches that impressions formed in youth are hard to be eradicated, and the religious instruction given each morning for ten months must produce a desirable, or an undesirable effect. Watchfulness is necessary to prevent these exercises becoming a mere form, and this avenue of good be closed. Much depends upon the manner of the teacher. I was present at the opening of a neighboring school not long since. The pupils were very attentive during the reading of a well selected portion of Scripture, and joined earnestly in repeating the Lord's prayer; but almost before the last words were hushed, the teachers sharp command of "Take Arithmetics" seemed to sever at one stroke the solemnity of the occasion. The transition was too sudden; to me it was startling. If a hymn had been sung, or an appropriate story read, the harmonizing influence would have been felt, *at least* throughout the day. In the school room, moral instruction properly given is the secret of successful government. In this way we appeal to the highest motives. True, some seem to be destitute of any noble qualities, and no place is it more necessary to have discriminating expediency than in the school room.

No teacher should be satisfied with his labors unless he is bettering the hearts and lives of his pupils. It is not enough to cultivate the intellect. If the first fifteen minutes of each morning be earnestly devoted to instilling intelligent views of religious duties, the good effect cannot be over-estimated.

M. J. A.

## NORMAL INSTRUCTION IN THE STATE UNIVERSITY.

EDITOR INDIANA SCHOOL JOURNAL:—I am happy to be able to announce that the Board of Trustees of the State University, at their recent session, made provision for Normal Instruction in this Institution.

The public Schools are now making large demands for teachers having normal training. Desirous, therefore, of meeting these demands, to the extent of the means at their disposal, the Board established this department.

In connection with that of English Literature, this department will be in charge of Professor George W. Hoss, Superintendent of Public Instruction, who has just been elected to this position. Professor Hoss is so favorably known to the citizens of Indiana as an educator, that no eulogy is necessary; the simple announcement that he has been elected and accepted the position will be a sufficient guarantee that the duties will be ably and faithfully performed.

I commend this department to the attention of young ladies and gentlemen wishing to prepare themselves for teaching, and cordially invite their presence at the opening of the next Collegiate year.

Respectfully,  
INDIANAPOLIS, July 6, 1868.

WM. HANNAMAN,  
President Board of Trustees.

**MORE NEW SCHOOL HOUSES.**—Attica, Fountain county, is just completing a fine new school house large enough to accommodate near four hundred pupils.

Martinsville, Morgan county, is just completing a superior house. We do not know the precise capacity or cost; have heard the cost estimated at \$14,000.

Mishawaka, St. Joseph county, is putting up a superior building for the size of the town.

Bedford, Lawrence county, as we are informed by Examiner May, is just taking the initiative for the erection of a building worth from \$15,000 to \$18,000.

We hear of others, but have not specific facts, hence defer notice for the present.

**INSTITUTES.**—We have the following authentic information concerning the time of holding Institutes :

Fayette county opens August 17th; Knox county, at Vincennes, August 17; Clark county, Charlestown, August 24th; Wayne county, Dublin; August 31st; Warrick county, August 31st, D. E. Hunter, Superintending; Harrison county, September 7th, and Jasper county, October 5th, instead of September 28th, as formerly announced.

We should be pleased if all Examiners would send a notice of time and place of their respective Institutes. If such were done teachers and school officers could often arrange their labors so as to visit the Institutes of their neighboring counties. Examiners, please note the above, and do not fail to give *place* as well as time. It is quite as necessary to know *where* to go, as *when* to go.

**HONOR TO THE DEAD.**—At the recent annual meeting of the Alumni of Asbury University, a Committee was appointed to raise funds for the erection of a monument over the graves of Professor W. C. Larrabee and Mrs. Larrabee. Further notice of this enterprise will probably appear in these columns.

The students of Asbury University are raising funds for the erection of a monument in honor of Professor B. T. Hoyt.

Let the worthy dead be honored; their names being inscribed upon monuments of marble, and their memories sweetly embalmed in the heart.

**DEDICATION.**—In the latter part of June, Winchester dedicated her handsome new School House. Dr. Nutt, of the State University, delivered the principal address.

**CATALOGUES.**—We had intended giving a summary of facts from the Catalogues of the various institutions of the State, but the number sent is so small, we defer until next issue.

**BIOGRAPHICAL.**—Our next issue will contain a biographical sketch of Miles J. Fletcher, the fourth Superintendent of Public Instruction of this State. Many readers of these pages, have a tearful remembrance of his tragic death.

**N. W. C. UNIVERSITY.**—Rev. O. A. Burgess, the Pastor of the Christian Church in Indianapolis, takes the Presidency of the N. W. C. University, *vice* President Benton resigned.

**INDIANA FEMALE COLLEGE.**—The grounds and buildings of the Indiana Female College, located at Indianapolis, were recently sold at auction. The school will be discontinued for the present.



**DOING GOOD.**—Napoleon once entered a cathedral having in it twelve silver statutes, and on being told that they were the twelve Apostles, he said, "Take them down and melt them into coin, and let them go about doing good, as their Master did."

**SHADOWS.**—Many of the shadows that fall across the path of life are thrown by our own bodies. We too often stand in our own light.

**ARISTOTLE.**—A dancer once said to Aristotle, you cannot stand on one foot as long as I can. "No," replied the philosopher, "but a goose can."

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## FROM ABROAD.

**MATHEW VASSAR**, founder of Vassar College, Poughkeepsie, New York, died June 22d, in the 77th year of his age.

**THE OSWEGO NORMAL SCHOOL** of New York, graduated at its last Commencement, twenty-eight students. Classified by sex the number stood, ladies 27, gentlemen 1.

**THE MASSACHUSETTS LEGISLATURE** has recently refused to pass a law prohibiting corporal punishment in the Public Schools of that State.

**THE SUPREME COURT OF IOWA** has recently decided that colored children are entitled to admission to any and all grades of Public Schools in that State.

**BOARD OF EDUCATION.**—The General Conference of the Methodist Church, at its recent session in Chicago, created a Board of Education for the purpose of managing the Centenary Educational Fund, and the Sabbath School Fund, of that denomination.

**NASHVILLE, TENN.**—It will doubtless be remembered that the three National Educational Associations meet at Nashville, on the 19th inst., continuing in session until the 21st. These Associations are the Teachers' Association, the Normal Association, and the Superintendents' Association, all National in their character.

The Superintendents Association will discuss the following themes:

1. *School District Organization.*
2. *School Funds.*
3. *School Supervision.*
4. *School Statistics.*

It is stated, in a general way, that Railroads running into Nashville, will carry members at half fare. But this statement does not

say specifically how far these roads will carry members, whether to the first station, the tenth station, or to Indianapolis, St. Louis, or New Orleans.

**A FEMALE BANKER.**—It is said that among the Wall Streeters of New York, is a woman, who has so pulled the mystic wires of that mystic place, as to make thirty-five thousand dollars, (\$35,000,) within six months. Another proof that woman can do something in this world.

**ENGLAND.**—John Bright, of England, recently used the following complimentary language concerning American education: "I have never heard in the United States—I speak, of course, under correction—that there has been much or anything done in the formation of what we call technical education; and yet I will undertake to say that, looking to the short period during which the United States have been a considerable nation, there is no nation in the world that has surpassed these States in the progress that has been made by them."

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## BOOK TABLE.

**LANGUAGE AND THE STUDY OF LANGUAGE:** Twelve Lectures on the Principles of Linguistic Science. By William D. Whitney, Professor of Sanskrit, and Instructor in Modern Languages in Yale College. New York: Charles Scribner & Co. 12 mo. pp. 489.

This is a work of unusual merit. All the constituent elements of this merit cannot even be named here, much less considered. First of these we notice a vigor of original thought running through the entire work. It is obvious on the slightest investigation, that this work is no "compilation" of other men's thoughts. It bears unmistakable marks of the crucible heat of the author's own brain.

Second, it is bold, yet not violent. It attacks with seeming fearlessness some of the old theories, and sustains some of the new with the same fearlessness, and yet, in either case, without violence. Under the first of these is his attack on the "Divine Origin of Language." Under the second is his defence of the "Phonetic System" of spelling. In each of these cases, his analysis is close and vigorous; and if it does not always carry conviction, it will carry trouble to his opponent. In defence of the Phonetic system, he uses the following language:

"Of all the forms of linguistic conversatism, or purism, orthographic purism is the lowest and the easiest, for it deals with the mere external shell or dress of language, and many a one can make stout fight

in behalf of the right spelling of a word, whose opinion as to its pronunciation even, and yet more its meaning and nice application, would possess no authority or value whatever; hence it is also the commonest, the least reasonable, and the most bigoted."

This we present as a specimen of his fearless and incisive argument on this subject. We trust that neither he or others who wield sharp pens and strong logic will cease to agitate until our orthographic evils shall in some degree be remedied, or proved hopelessly irremediable. In either case there will be gain; in the first, there will be advance; in the second, quiescence under an incurable evil.

There are other excellences in this work which our limited space forbids us to notice.

In conclusion, we commend this book as one of rare value to any student of language.

**THE ELEMENTARY AND COMPLETE EXAMINER, OR THE CANDIDATE'S ASSISTANT.** By Isaac Stone, A. M., Principal of Kennesha High School. New York: Barnes & Co., 16 mo. pp. 214.

This book with all others of its kind, must, in order to satisfactory results, assume one or the other of the following conditions, namely: That the questions here presented exhaust each given subject; or that Examiners will unconsciously, or intuitively, or otherwise, ask the same questions as here presented. Either of these we suspect to be an assumption that neither theory or experience sustains. Consequently the questions, as any others, are good so far as they go, and so far as the Examiner's questions may happen to be the same as these. If, on the other hand, the Examiner uses this book, and so informs the teachers beforehand, then he has done in effect no more nor less than he would have done had he printed his questions on slips of paper and sent copies to each applicant some days before examination.

**A DICTIONARY OF THE BIBLE:** Comprising its Antiquities, Biography, Geography, and Natural History, with numerous Illustrations and Maps, Engraved expressly for this Work. By Wm. Smith, Classical Examiner of the University of London. S. S. Scranton & Co., National Publishing Co., Cincinnati. pp. 1017.

One of the most favorable indications of the present day is the rapidly increasing thirst for biblical knowledge, and we are glad to see that the demand is being met, in part at least, by the publication of such works as the above.

This dictionary claims to be prepared under the direction and superintendence of Dr. Smith himself, and to contain "a full and accurate account of every place and name mentioned in the Bible, which can possibly need explanation,—of every animal, plant or mineral alluded to by the Sacred Writers, and of every custom and article of use, among Jewish and contemporary nations, to which reference is made in the Bible or Apochrypha. The most recent

researches of Robinson, Layard, Rawlinson, and many other explorers in Bible lands, here render their aid in determining questions hitherto unsettled, or in correcting the mistakes of previous investigators. It contains also a sufficiently complete history and analysis of each of the Books of the Bible, while adequate biographical sketches are given of each of the inspired penmen, and of every historical character mentioned in the Bible,—every article being entirely reliable, and many of them the results of the ripest and rarest scholarship, and embodying the substance of whole treatises upon their respective subjects. The simple explanations of this work, unlike the expositions of a commentary, admit of no denominational or sectarian coloring, and it is, therefore, equally valuable to Bible readers of every diversity of belief."

**THE READABLE DICTIONARY**, a Topical and Synonymic Lexicon, containing several thousand of the more useful terms of the English Language. By John Williams, A. M. New York: A. S. Barnes & Co., 12 mo. pp. 360.

This work classifies according to subjects, as geography, philosophy, chemistry, morals, religion, &c. There is no valid reason for this classification, so far as we can discern, save novelty and the gratification of an intense desire to *classify*. On the other hand, it necessitates an index which at once requires time and labor.

**THE ÆNEID OF VIRGIL**, with Explanatory Notes. By Thomas Chase, A. M., Professor in Harvard College, Philadelphia. Eldridge & Brother, 16 mo. pp. 415.

Artistically this is a very attractive volume, paper smooth, firm, and fair; type clear and open, and covering strong and tasteful. In subject matter, two hundred and seventy-eight pages are devoted to the original text, and the remainder, one hundred and thirty-seven, to notes and indices.

**A MANUAL OF ANGLO-SAXON FOR BEGINNERS**, comprising a Grammar, Reader, and Glossary, with Explanatory Notes. By Samuel M. Shute, Professor in Columbian College, Washington, D. C. New York: Leypold & Holt, 16 mo. pp. 195.

The mastery of this work would be much the same as the mastery of a foreign tongue. Thus, for *I love* we have *Ic lufic*, and for *the best of the Senators*, we have *Se betsta witena*.

**PHONIC CHARTS**.—We are indebted to Harper & Bros. for a series of Phonic Charts of sounds in the English Language. These will greatly aid any teacher or pupil who has not had a previous training in phonics.

**ENGRAVING OF GENERAL GRANT**.—We tender our thanks to Messrs. Ticknor & Fields for a copy of Marshall's "Fine Engraved Portrait of General Grant." Of all the pictures of the various kinds which we have seen of General Grant, we have not seen one which so faithfully represents the original as this.

# INDIANA SCHOOL JOURNAL.

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## BIOGRAPHICAL SKETCH OF MILES J. FLETCHER, FOURTH SUPT. OF PUBLIC INSTRUCTION.

*W* BY W. B. FLETCHER, M. D.

Carlisle says that "a well written biography is quite as rare as a well spent life." And even though we fail in writing a good biography, we are quite sure that we write of a life that was good in itself, and lived to a good purpose. The subject of the following sketch was born in Indianapolis, in 1828, when our now flourishing Capital was but a village of log houses in the Western woods.

The advantage for early education was limited in those days to a few months winter "schooling," after the old manner of "birch rod book learning." Miles was a son of the late Calvin Fletcher, who, although he emigrated into the wilderness at an early day, had gained for himself a good general and classical education; and also brought with him from New England that love of educational advancement which characterizes the sons of the land of steady habits. So that notwithstanding the very short term of winter schools, Miles, with his other brothers, had constantly the advantages of a home instruction, which was of more value in building the noble characteristics of his nature than all the day schooling or College courses.

In those days polite indolence was not one of the requirements of society, and particularly among the boys. A good home spun suit for Sunday, and a well patched suit or two for working and school days was considered a capital outfit for a youth; and with part of Saturday for fishing, skating, or other sports, boys thought they were well off.

Miles J. Fletcher at the age of sixteen was a fine specimen of a Western farmer boy. He was well made, not overly polished in manners, nor particular in person. Good nature and cheerfulness were sure to abound in his presence, although he was easily fretted and teased by the actual wrong doing or maliciousness of others. To say that he was a pious youth, and devoted to Sabbath School instruction, would be to repeat one of those common biographical fictions with which it is deemed necessary to garnish so many modern "sketches." He did ~~love~~ to attend Sunday School when his teacher was able to answer the questions that the curious mind of the scholar propounded, but a dry recitation of verses, or a long speech by some wandering agent whose duty partly is to lecture Sunday School children by the hour upon topics of little interest, or at least beyond childish comprehension; these things caused a disgust which never wore off. Even at this early age his clear comprehension and good common sense showed him the perfect ridiculousness of many of the misguided means of instruction for the youthful mind.

But boyhood has flown on rapid wings; the winter school, the farm, the fireside instruction, above all, have done their work and given a goodly mould to the character and the body of the coming man. Already three brothers have preceded him in college, and with proud ambition he labors to join them. Although the usefulness of one eye had been lost, he toiled valiantly with the remaining orb to master the requirements for his college examination.

At the age of eighteen came the close of the first act of his lifes drama,—alas! to end in the third, a tragedy.

How perfectly our lives are divided into chapters, sec-

tions, and acts. Well do I remember the day that the old stage coach, with four prancing horses, stopped at the door, and the small trunk well stored with home made suits was handed up and buckled in the *boot*. When Miles said good bye; with bounding heart of hopeful boyhood overflowing with hot tears, he drives away from familiar scenes, dear friends and loved associates, and enters on a new world of strange experiences.

In 1847 he entered Brown University, at Providence, Rhode Island, at which institution he graduated with honor in 1852, having interluded his years of student life by a year of home work. He was prominent in his class for his general knowledge. He cared but little for mathematics, although he acknowledged its importance; and he was never deep in love with the classics; but in historical information and logic he stood head and shoulders above his fellows. On passing events and things gone by he was a living encyclopedia. At this period his love for reading amounted almost to a mania.

Mr. Fletcher frequently spent his college vacation visiting the various factory villages and farming districts, distributing books and tracts for the American Sunday School Union. And on these journeys he gained much knowledge of human nature, for he could talk with anybody, and gauge himself in thought with any mind, from the smallest child to the greatest scholar.

In the spring of 1848 while spending a vacation in the village of Uxbridge, Mass., influenced by a letter from a brother, he became a sincere and earnest inquirer for the Path of Life. And He who has said "Seek and ye shall find," soon opened the "wicket gate" to one who knocked and asked with his whole soul. Without a moment's delay he identified himself with religion. He united with the Methodist Episcopal Church, the one in which he was trained from a child; he took an active yet modest part in the college and class prayer meetings, and with new light and zeal taught a class that had long been under his charge in Sabbath school. In this connection it may be well to give Prof. Fletcher's testimony in regard to the aid given to a seeker of religion by previous Sabbath

school instruction. At the time of his change, or a little before it, a spirit of religious inquiry came upon many of the students of Brown University. Some, reared under the cold, rationalistic, semi-infidel influences that characterize certain portions of New England, were incarcerated, at their first awakening, in Doubting Castle; and only after long and severe struggling were enabled to break away. But Prof. Fletcher remarked that all whose minds had been prepared by early Sabbath school teachings escaped all the gloom of doubt, and the temptations to skepticism.

Before his graduation, the subject of this sketch had determined on the career of a teacher. To him the preparation of the mind and heart for the world's broad field of battle was a high and holy calling. Immediately upon taking his first degree he entered upon his duties as Professor of English Literature, to which he had previously been elected at Indiana Asbury University, at Greencastle. With characteristic zeal and energy he labored in his department. He had the faculty of rendering his branches entertaining to the students. He was the friend to his pupils, not holding them off by any false notions of professional dignity, but wooing them to companionship by the kindness of his manners. He visited them in sickness; closed their eyes in death; gave encouragement to them in their despondency, and employment to ameliorate their poverty.

His life as a professor was intermitted by a year given to the assistance of his father, and a year spent at Cambridge Law School. The truth is, he was so efficient with his hands, head, and heart, that there was a constant temptation on the part of his friends to tax his time and strength.

In the fall of 1860 he was elected as Superintendent of Public Instruction, for the State of Indiana. In this capacity his labors were incredible. But Prof. Fletcher brought honest industry and system to bear so efficaciously, that at the time of his melancholy death the machinery of his office was in fine working order.

And all this was accomplished, notwithstanding the



drain upon his time incident to the rebellion. When the firing upon Sumter aroused the nation, he assisted at the request of the Governor, in the drilling of raw recruits for the three months' service at Camp Morton. Immediately thereafter, by appointment, he visited the armories of New England, and purchased the first arms for our State. In August, 1861, he made an arduous and dangerous journey to Western Virginia in search of his brother, Dr. Wm. B. Fletcher, who was captured in July by the rebels. On the same fraternal errand he visited Washington. When the whereabouts of his brother was ascertained, he spent many weeks in ameliorating his condition and in achieving his release, by exchange, from the loathsome warehouse prison at Richmond.

At home again, he resumed his system of county visitation, and lecturing on education; until once more interrupted to hasten with the first boat that reached Pittsburg Landing after the bloody battle of Shiloh, to carry relief to the sick and wounded. Here he labored with such assiduity that he brought on an infirmity that would have gone with him through a long life. And this came in addition to a chronic affliction that was gradually sapping away his constitution.

The marked traits of Prof. Fletcher's character were energy, honesty, generosity and cheerfulness. His untiring industry is known beyond the bounds of his native State. He did much work and he did it well. At College he sawed, split and carried in his own wood—when a Professor he plowed his own field, and cultivated his own garden. These are little things, but they indicate the man. He was frank and outspoken to a fault. He hated what he esteemed a meanness, and often made open tilt and tourney against it in the impulsiveness of his nature, where quiet opposition would have been more efficacious and prudent.

He was big-hearted—ever so kind and considerate of the poor and down-trodden that he entered with all his heart into their cause. This same heartiness, coupled with an inexhaustible fund of spirits, was the secret of

his popularity. As a boy and man he was the soul of every company in which he was thrown.

Prof. Fletcher was not a politician in the ordinary acceptance of the term. No other office or place in the gift of the State would have seduced him from his professorship. But a desire to teach in a larger field, and a hope to do more good, caused him to take the nomination of Superintendent of Public Instruction.

Prof. Fletcher was a man expressing constantly such liberal views on various topics, that he was occasionally accused of being too generous in politics, and sometimes of being atheistical; but those who knew him best never entertained such thoughts.

He was a man whose mind had been enlarged by extensive knowledge, who had been accustomed to think and reason upon all subjects with a liberal and generous freedom, and could not become a bigot to any sect or system whatever. He was steady to his principles, yet thought no ill of those who differed from them. This was the character of Miles J. Fletcher.

I might fill chapters with interesting personal remembrances, anecdotes and incidents connected with his life, but they could do no good. That he was loved and esteemed by the thousands of educators throughout the United States, and particularly his own, is evinced by files of correspondence condoling with us in his decease, and by the press East and West devoting extensive notices of his labors and his too soon—too sad end. How he died, almost every one who reads this short sketch well knows; but for those who did not I append a notice which appeared in one of the papers at the time.

#### DEATH OF PROFESSOR FLETCHER.

“A more distressing calamity, one more appalling in its suddenness, and more lamentable in its consequences, it has rarely been our duty to record than the death of Prof. Miles J. Fletcher, the Superintendent of Public Instruction of this State, which startled our city yesterday, and will leave a track of pain wherever it reaches, all over

the State. On Saturday night he left the city strong and well, buoyant and hopeful as he always was, and full of the noble work, relieving the sick of our State at Pittsburg Landing, which he had undertaken, and in three hours he was dead, killed instantly by one of those fearful accidents that so frequently assail the railroad traveler in this country. The cause of his death seems not yet to be certainly known, but the facts, so far as we could learn them, are about as follows:

Prof. Fletcher left here on the 10 o'clock night train for Terre Haute, in company with Governor Morton, Dr. Bobbs, Adjutant General Noble, and several other citizens, on an expedition to our army at Corinth, to bring home such of our sick there as were able to travel, and provide hospital stores and accommodations for the others. At Terre Haute they took the connecting train to Evansville, which reached Sullivan, the scene of the catastrophe, about one o'clock. As the train was approaching that station it ran into a freight car which had been left either on the track, or on a switch so close to it that the passenger cars jostled against it, and the noise and jar of the collision made Prof. Fletcher put his head out of the window to see what the matter was, and something, probably the freight car on the switch which the train was passing, struck him on the side of the head, crushing his skull and killing him instantly. Whether the fatal blow was given by the misplaced car, or by some switch bar or post, we have not learned at the time of writing. Gov. Morton telegraphed at once to this city the sad intelligence, and made all necessary preparations for the return of the body to the family. It arrived here last night at half past eight o'clock."

This accident occurred on the night of the 10th of May, 1862. The following is another account of the accident:

"The special train of Governor Morton and suite, which left Terre Haute about midnight last night, met with a serious accident at Sullivan, twenty-six miles this side of Terre Haute.

A large stock car, which had been left standing on the side track, a safe distance from the main track, and as

usual, left perfectly safe at 10 o'clock, was pushed up the switch until the forward trucks ran off the side track rails over several cross ties, leaving one truck on the rails and the other off. The engineer did not discover the car till too late to prevent the accident.

The engine struck the car, smashing it up completely, and throwing it off the main track, but barely sufficient for the engine and cars to pass. Prof. Miles J. Fletcher, one of Gov. Morton's party, who was partially asleep on a seat next the Governor, awoke at the shock, and raised the window and had just put his head out a few inches at the moment the car they were in passed the disabled stock car, which was so close as to take the top off Prof. Fletcher's head, crushing it in and killing him instantly. The Governor raised him up, but he only gasped twice and expired. A portion of his skull was found some twenty yards from the spot, and the car inside and out covered with the blood and brains of the lamented Prof. Fletcher."

Thus at the early age of 34 Prof. Fletcher was taken from his friends and his field of usefulness. I knew him well, and know he thought it a small matter how or where a man died—but how he lived, and what he accomplished was the great question. Prof. Fletcher was not a man who had even a desire for riches, and he died as poor in a financial point as when he began his professional career. Nor had he made provision by life insurance against the sad day. But the good he did while living, is wealth enough. The kind words spoken to the discouraged and downcast—the actual means of which he deprived himself to help the poor—have won a kingdom and a crown.

THE NECESSITY OF TEACHERS KNOWING MORE  
THAN THEY ARE REQUIRED TO TEACH.\*

BY MISS M. E. GRIGSBY.

As this subject is stated, there might be several methods of treating it. At first sight it would be easy to suppose that a teacher's store of knowledge should bear a certain proportion to the amount required to be communicated to his pupils, and that if they know *little*, provided he knows *more*, he is prepared to teach. This view of it would only encourage the evil this essay is designed to correct. I have taken the only view of it that I could take to make anything of it: That there is a certain amount of knowledge necessary before a person begins to teach, no matter where he may teach or what may be the grade of his pupils.

This subject needed its defenders ten, or even five years ago, more than it does now, although the errors of opinion and action it is intended to oppose have not yet been removed. So common is the feeling of superiority among the inhabitants of an old country over those of a new, among the inhabitants of a city over those of the backwoods, among educated persons over the uneducated, that many of the most important points in the promotion of religion and education have been overlooked. A course of false reasoning, shown more by actions than words, has been, and is pursued by many whose education should have taught them better.

It is considered perfectly right and natural that the most talented and highly cultivated preachers and teachers should be found in cities and towns, but that any kind of a preacher or teacher is good enough for the village or country. If for one year this opinion could be removed—if the best ministers were sent to the poorest and most ignorant churches—if the best educated teachers were selected for the smallest children and the least favored districts, more progress would be made in religion and education in that one year than there will be in

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\* A Paper read before the Putnam County Teachers' Association.

twenty years with this erroneous opinion prevailing as it does. This error gains double strength, too, from the perfect agreement of both teachers and people, neither considering that children just beginning their education, and pupils whose advantages have been limited, need a *good* teacher more than those who have had many good advantages, or those who are old enough to help themselves.

Every man owes it to himself to gain all the knowledge he can without neglecting duty, no matter what his sphere may be. There are some kinds of knowledge absolutely necessary to those who engage in certain trades or professions, that would be unnecessary, though perhaps not useless, to those engaging in other pursuits. While it is certain that one cannot learn everything, it is also certain there is much ignorance for which we cannot find a good excuse.

Now, what is required of teachers by the law—by the profession and by the people? Should teachers know more than is required by these three powers? We will read what the law requires. "The School Examiner shall examine all applicants for license as teachers of common schools of the State, by a series of written or printed questions, requiring answers in writing if he wishes so to do; and in addition to the said questions and answers in writing, questions may be asked and answered orally, and if from the ratio of correct answers and other evidences disclosed by the examination, the applicant is found to possess a knowledge which is sufficient in the estimation of the Examiner to enable said applicant successfully to teach in the common schools of the State, Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, Physiology, and the History of the United States, and to govern such a school, said Examiner shall license said applicant for the term of six months, twelve months, eighteen months, or two years, according to the ratio of correct answers and other evidences of qualification given upon said Examination, the standard of which shall be fixed by the Examiner."

Dare we say anything against the law? Doesn't it say *how* much teachers should know? It does not. That is

left with the Examiner. I never before thought how responsible the position of County Examiner is. The law resolves itself into the judgment of the Examiner. If "*he* thinks said applicant has sufficient knowledge of these branches successfully to teach," &c. "The standard shall be fixed by the Examiner." Now there may be circumstances to influence the Examiner, such as the wishes of the people or the peculiar circumstances of the individual. The ratio of correct answers determines the time for which a certificate shall be granted, as if a teacher oughtn't to know as much and be as well qualified to teach for six months as to teach for two years or twenty. Is he supposed to reach the extent of his knowledge in that time? A poor teacher can do a great deal of harm in six months, and make twelve months' work for a good one.

Again, Examiners may not agree upon a standard. A teacher might get a six months certificate from one Examiner, or a two years certificate from another, upon the same qualifications; or one might get one year's certificate in one county and a two years certificate in another. The law is injuring the profession and cheating the people, or rather the children, by allowing graded certificates. The amount of knowledge necessary for a teacher is not to be measured solely by his certificate. Let him be able to teach all he *ought* to teach, or let him not teach at all. Let the term teacher everywhere represent education, cultivation and refinement, and we may know that every community or district that contains a teacher has in it an agent—active and powerful for the promotion of the best interests of humanity.

Should teachers know more than they are required to teach—by the profession as it is? They should while the standard is so low. Hardly another profession is so imposed upon as ours. For other professions a certain amount of study is necessary besides the regular studies at school, while in ours many undertake the work without much if any preparation, prompted by every motive but love for the profession.

To supply a few present pecuniary wants, too many are

crowding for places in our schools, mere drags to the profession. There are teachers who are willing to be considered cheap—whose education has been cheap—whose acquirements out of school have been cheap, and all of whose aims in life are cheap. Places are readily filled with such teachers, while those who do not hold themselves cheap must take the price fixed or be thrown out of employment. The sacrifice of a few dollars is the least part of the sacrifice. Every teacher who regards his profession as he should, has a pride in it, and how humiliating it is for him to know that he is powerless to help himself—to feel that a few ignorant people and cheap teachers are to decide what his wages shall be.

But our profession includes women in its ranks. We read in letters to young ladies, and advice to young women—and there is plenty of it such as it is—that woman is a dependent creature. There is advice to women as wives, mothers, and daughters, but none to women as workers and teachers, as artists, sewing women, or cultivators of the soil. The natural inference is, that when a woman becomes dependent upon the work of her own head or hands, she is “out of her sphere.” Men, knowing how such a feeling hampers a woman’s powers and limits her success, are selfish enough to encourage her in this belief, and in nothing is this shown more than in teaching. Female teachers have generally not received the same compensation as male teachers. It has not been considered necessary that women should know as much as men are required to know. Hence the narrow view too often taken by women engaged in teaching. A man chooses the profession of teaching, expecting it to be a life-long occupation. He notes the successes and failures of one year, and profits by them the next, and so on. A young girl commences teaching with no such intention. Several motives may prompt her to take this course, but hardly love of the profession. That is only a means, not an end. She starts out with neither professional pride nor regard for the best interests of the profession. Thousands of women are in this profession. What amount of knowledge is necessary for them? Just as much as for the men



in the same work. There should be no distinction with regard to sex, in attainments, professional pride and skill, or in the pay for the labor performed. No matter whether a woman expects to teach three, five, or ten years, let her teach well. Let her shrink from no professional duty because she is a woman. Let her not be content with little wages, or go round hunting summer schools, because she does not know enough to teach, or has not ability to govern the more advanced pupils that attend in the winter. We can say of our profession as Daniel Webster said of his: "There is always room in the upper story." But we can go a little farther, and say room for women as well as for men. Should teachers know more than the people require them to teach? The people—a word synonymous throughout our land with power. The people give us our public officers, good, bad, and indifferent. The people have the money too, a very important source of power. What do the people require their teachers to know? A little more than the children know. They *generally* want the cheapest teachers. In eight cases out of ten, teachers are selected without any regard for their qualifications, in fact everything else is thought of first. Miss A. is selected in one district because her brother-in-law is a Democrat, and has influence among his friends of the same persuasion. Miss B. is chosen by the Republicans in another district. Miss C. is elected by the members of her church. Miss D. excites the pity of the people in another district, because "she is a poor girl and has to support herself, and she knows enough to teach our children, as they are mostly small like," &c. Mr. E. gets the school for the winter term because he can whip the big boys. He has worked on a farm all summer, and as he hasn't much to do, he concludes to teach a school. The people—grateful people, give him the school. In all these cases, and they are not imaginary ones, nothing has been said of the *knowledge possessed* by these teachers. The people are responsible for a great deal of poor teaching. The man who buried his talent was commendable compared with "the people." They love money, and love public men who help them save their money, hence the

trustees who want to please the people most do all they can to lower the teachers' wages—to get the most work for the least money. Have not they the money, and shall they not rule? Truly in this case, Might is Right. Here the profession is powerless. All it *can* do is to raise its standard, and work in every way to arouse professional interest, and to educate the teachers, until all who are licensed to teach shall be fully competent, for if all teachers were equally well qualified the schools would not suffer, no matter what motives prompted the people in their choice. As long as the people have this power, they will greatly retard the progress of education by employing incompetent teachers. We *do* think it necessary for teachers to know more than the people require them to teach. The question may be asked, why should teachers know more than the people, or the profession, or the law requires? We answer because the interests of the pupils demand it. All other requirements sink into insignificance before the rights of the children. Every child in our country has a right to be properly educated, and if every child is not educated somebody will be to blame. This great work is entrusted to the teachers of our common schools, for wherever education may end, it will be commenced there. To educate does not mean to pour in or simply *convey* knowledge to the mind, but it means to train or draw out the mind to acquire knowledge. A man may *teach* a great deal, yet educate very little. The term education is commonly applied to the training of the mind, but a proper education includes the mental, moral, and physical training of a child. At six years of age the child is sent to school. During the best part of the day he is entirely under the teacher's control. The school becomes his world—the teacher his sovereign. With his manners and habits unformed; with a body growing and restless; with a mind teeming with new and strange thoughts, he is sent to the teacher for guidance and instruction. Suppose a teacher has forty pupils under his care, all *beginning* to learn. Has not he a great work before him? They may study only reading and spelling, but he needs a great deal more knowledge than that.

The hands and feet must be trained to move quietly, and at a given signal; the little tongues, teeth, and lips must be trained in talking, reading and spelling. The ears are helping the tongues by catching the tones of the teacher's voice. The eyes are watching the teacher's expression and movements. He should remember too what great instruments of education these eyes are. In winter and summer their little bodies must be made comfortable, and at all times their lungs must be supplied with fresh air. These brains must have a due amount of pure blood, or the minds lose all interest in books. These bodies must have exercise. It is the teacher's duty to see that they do have exercise, and of the right kind. The teacher must take care of the health of his pupils. Now they are not ready for the study of Physiology, but by having a teacher who thoroughly understands it, and uses his knowledge, they may acquire much practical knowledge of it,—facts that they ought to know as soon as they are old enough to go to school. Physiology may not be one of the required branches in his school, but it is evident that a teacher needs a thorough knowledge of it, or he fails in his duty toward his pupils. It is a dangerous experiment for a teacher to undertake a school for which he is not in every way qualified. The pupils will soon discover it, and then how injurious the example. The very fact that the teacher is pretending to be more than he is has a bad effect. A teacher should be able to teach from nature as well as from books. I wish we had more teachers that could do so. Every teacher should be able to take his pupils into the woods and tell them the names and nature of the trees found there; of the flowers and grasses at their feet. He should teach them of the birds that warble in the branches above them, and of the fishes that swim in the streams near by. To do this requires a vast amount of study and observation. The teacher should be able to read to his pupil the beautiful pages of nature, more interesting than story of fairy or sprite, and although it may not have been required of him, if he teaches anything and everything that will be useful to his pupils, now and throughout their lives, his teaching will not have been in vain. By as much as he knows and does more than is required of him, by so much will his be the greater reward.

## THE IDEAL.

BY PRESIDENT A. R. BENTON.

The past and the future are the polar periods of men's lives. The past leaves its impress of acquisition and habits ; the future opens a boundless vista of possibilities to our aspirations. There is something beautiful and poetic in the retrospect of our early lives. Tinted by the imagination, childhood and youth become our golden ages. This seeming of the past is a recreating thought, and tends to freshen our belief in the good and perfect.

But as trees send forth their branches in every direction, so our hopes and aspirations stretch far onward into the future. We are pressing forward toward a mark—to that, which in our ideal, is perfect.

The consciousness is universal to the race, that all we do is imperfect, and that in the present constitution of things, we never do become all that we are capable of becoming. We struggle, we agonize, to realize our ideal of what is good and perfect, but fall painfully short of our own standard, and too often even below our own hopes of success.

This goal toward which we press is not stationary. It recedes as we advance—not with the illusiveness of the mirage of the desert, but as a guide, beckoning toward what is higher and better. This is provided for in the constitution of the human mind, in which the power of conception transcends almost infinitely our power of execution. This power of grasping the notion of something ideally perfect, and of pressing toward it, as to a mark, is the most ennobling and elevating influence in life. Whatever may be our progress in any department, our ideal will always be far in advance of our actual attainment.

There are two circumstances, belonging to this idea of continued progress, worthy our consideration :

First, a provision has been made in the constitution of the mind for the principle of discontent. This is an apparent evil, and yet must be approved as good. This is

not discontent at our lot, or providence, but with ourselves as we are. It is a dissatisfaction arising from the thought that we are capable of something better than anything to which we have as yet attained. It is the uneasiness of desire, which aims to put us upon self improvement. How vapid and unsatisfying would be that life with no reachings out after something better than the present.

Mephistopheles made a bargain for the soul of Faust, who agreed to surrender his hopes of heaven, on the condition that the devil should for an instant completely satisfy his heart. The arch spirit of evil thought he had driven a sharp bargain; but the insatiable mind of the old philosopher baffled his utmost ingenuity, and when nature was exhausted, the old man sank down with an expression of unsatisfied desire on his lips.

The second circumstance worthy of note is, that as human life is not an attainment made once for all, but a gradual unfolding and progress, so education can never be completed. Whatever etymology we may give to this word, the general idea is unmistakable. It consists in a training and preparation for some future time or work.

The education of childhood has in view coming youth; that of youth, manhood; that of manhood, old age; and all these periods educate for the life to come.

There are not wanting hints in scripture, which teach the infinite unfolding of the human powers. Education, therefore, will never be completed, and the time will never come when we can inscribe the word perfection upon our cultivated faculties. Like its author, knowledge is infinite in its unfoldings, and no life of seraph or archangel can grasp it in its ever unfolding amplitude.

Hence from the constitution of our nature, it is impossible to rest in the past. It may instruct and encourage, but it cannot satisfy the aspirations of the heart. As well listen at the perished shrine of the Delphic oracle, or try to spell out some chance response from the Sybil's scattered leaves, as to seek to find a full measure of content of the past.

Thus, by an elemental fact of our nature, we cannot help looking forward, and reaching out to those things which are before.

To the young there is always a rose-tinted vision of the future. Starting out on the journey of life, as to the patriarch Jacob, there is vouchsafed a vision, often of surpassing splendor. Thrice happy he, to whom that vision is from above; when the ladder on which he will ascend in order to reach his cherished aspirations, though standing on the earth, rests its summit in the heavens.

By the greatest of German writers, this precept was once given, "Be true to the dreams of thy youth." These impulses are generally noble, pure, and of romantic excellence.

But there comes a time in our contact with the coarse things of life, when we think it necessary to become, so to speak, disillusioned of these fine sentiments. The young never mean to forsake fidelity, generosity and heroism. They intend to carry these into their lives as substantial forces.

How difficult it is to keep up to this ideal, to be *true* to the dreams of our youth. Would an honest introspection reveal the same generous sentiments, and fresh enthusiasm now, as in former days?

It is a noble thing always to have a heart of cheer and courage, in looking forward to the realization of something heroic in life; and, alas, for that young person, when these aspirings have no longer power to make a responsive thrill in his bosom.

If the heart feels any attraction to this higher good, which is beyond self, and the kind of material good, then "cast anchor upward," and grapple with the infinite good, the infinite perfection.

## GRAMMATICAL VALUE OF THE DISTINCTION BETWEEN THOUGHT AND THE OBJECT OF THOUGHT.

[The following article written by Prof. Henry N. Day of Yale College, we take from the Ohio Educational Monthly. This article cuts toward the marrow of the subject. Read and see.—ED.]

Still more strikingly would the importance of this discrimination show itself in determining the proper significance and use of the particular mood-form. The whole doctrine of Grammatical mood, it must be confessed, is unsettled; how many and what moods there are in a given language; what are their proper forms in authorized use; what forms of language should be used to express given forms of thought, or, on the other hand, what must be the interpretation in a given use;—all these questions are presented in our grammars in a manner exceedingly vague and perplexing to the learner. And it is obvious that the difficulty springs from the simple failure to recognize the true function of grammatical mood, which is to express the modifications of the copula, not those of the predicate. We have, for a single example, in Schmitz and Anthon's edition of Zumpt's Latin Grammar, 84 pages devoted to *The Moods*; one-half of which space is given to the infinitive, participle, gerund, and supine, the very inclusion of which under the moods is significant enough. The treatment of the moods professes to exhibit the proper use of them for expressing thought and the proper interpretation of them when used; that is, to explain the forms in language in reference to the forms of the thought. Yet almost every page, definition, and stated principle is characterized by vagueness, blindness, and self-contradiction; and the learner is left in the worst confusion and perplexity. The indicative thus, it is said, expresses a fact, reality; the subjunctive a conception. As if mood has any thing to do with facts, realities; is ever any thing else than a conception in the broad sense in which we must suppose this term to be

used in this treatise. In the line of Horace: "*Naturam expellas furca, tamen asque recurret,*" *expellas* expresses a fact, a reality as much as *recurret*, and no more. Fact, reality pertain to the object of thought, not to the thought itself. Mood also ever pertains to the thought, the conception, in the sense in which the term is used in this grammar. Is the thought, the conception, unmodified? The indicative is used. Is the thought, the conception, modified? Then the particular mood-form employed shows how. How simple a thing it is to explain the proper use of the different moods in the clear light of this distinction—how impossible otherwise!

Zumpt could not but recognize the infinitive, the participle, the gerund, and the supine as being embraced under the moods, for he had no notion of the broad distinction between these forms of the verb and the proper mood-form—the former containing no copula, no thought-element; the latter containing it modified or unmodified. The mood-distinction lies there—in the copula; and it leads only to error and confusion not to place it there; to imagine it in the predicate, as many of Zumpt's explanations imply. In fact, the participle must be recognized to be a mood of the verb as much as the indicative or the imperative, if the distinction of verb-forms lie only in the modifications of the predicate.

This distinction between the thought-element and the object-element in language leads at once to a division of so-called adverbs. Such words as *certainly*, *probably*, *perhaps*, *necessarily*, are properly often, although not always, modifiers of the copula. They are sometimes called *modal adverbs*; it would be better to separate them entirely from the adverbs, and denominate them simply *modals*. In the sentence, "He probably wrote rapidly," "*probably*" modifies "*wrote*" in no such way as *rapidly*; the action predicated is modified as *rapid*, not at all as *probable*. It is the assertion which is modified as contingent, not the writing.

The distinction further indicates the discrimination between a *phrase* and a *clause*. A phrase never contains a proper copula or thought-element; a clause always.



To this discrimination, use has steadily tended; and if there has been confusion and variance, it is only the fate common to words, which, at first synonymous, come, for important objects in speaking, at length to be broadly distinguished in meaning.

The distinction equally presents the true discrimination between the *preposition* and the *conjunction*. The preposition is a form-word pointing to relations between objects of thought; the conjunction is a form-word pointing ever to relations between forms of thought. When I say, "James *with* John ascended the mountain," I present the object *James* modified by the associate *John*;—I fix attention on this modified subject. When I say, "James *and* John ascended the mountain," I present two subjects, and of course two thoughts; no longer a merely modified subject. The distinction is obvious and important. Our more recent grammars, it may be observed, generally fail utterly to give an exposition of the peculiar function of the conjunction. Their definition presents it only as a connective, and does not discriminate it from the preposition. "The conjunction connects words or sentences." But does not the preposition equally connect? Does not *with* in the phrase, "John with James," connect as fully as *or* in the clausal expression, "John or James"? The preposition and the conjunction both connect, the one as properly and as fully as the other; but they connect differently. The one connects objects of thought indicating at the same time the kind of relation between them; the other connects forms of thought, indicating at the same time the kind of relation between them. This view of the conjunction as connecting forms of thought, although perhaps not clearly discriminating thought itself in its divers forms from objects of thought, was early and extensively held by grammarians. Vossius, to go back no farther, says, "Conjunctis est quæ sententiam sententiæ conjungit"; and Harris says: "The conjunction connects not words but sentences." The compound subject, as in the expressions "*two and three* equal five", "John and James met," gave Horne Tooke a plausible but not really valid objec-

tions to this view, and Murray and the most recent grammarians have followed in his opinion. But the two parts of a compound subject imply really two movements of thought—two thoughts,—not simply a single thought of one object modified; and the predicate is asserted of both separately, not of a single object modified as in the subjects, “two with three,” “John with James.”

The distinction further makes clear the difference between adverbial and proper conjunctive clauses. The chief difficulty here arises out of the fact that proper adverbial forms, forms originally and properly modifying attribute words, are borrowed to express relations in the mere thought. We have words thus used both as adverbs and as conjunctions. Of this class in English are *as, however, since, then, while*. The principal, decisive in such cases, is this: if the clause or phrase which either of these particles introduce, modifies the copula—the assertion or judgement in the principal member—it is conjunctive; if it modifies the attribute predicated, it is adverbial. Thus in the expressions, “The air was chilly on account of the dampness, while the thermometer was not low”; “Let me die since I have seen thy face”; “As the deed is done, let us dismiss care”, the particles are conjunctive. In the following they are adverbial: “While he lived he blessed his soul”; “This is the third day since these things were done”; “As ye have heard, so do.”

## SCHOOL OFFICERS' DEPARTMENT.

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### STATE CONVENTION OF SCHOOL EXAMINERS.

INDIANAPOLIS, JULY 14, 1868, 9 o'clock A. M.

In response to a call of Hon. George W. Hoss, Superintendent of Public Instruction, a goodly number of the School Examiners of the State met in convention in the Senate Chamber.

On motion of J. M. Olcott, Hon. George W. Hoss was elected permanent Chairman, and S. P. Thompson and James Millison, Secretaries.

After opening exercises by prayer, the Chair concisely and clearly set forth the object of the meeting, expressing the hope that the best of consequences would result from our deliberations.

By resolution, the programme of exercises included in the Superintendent's circular, was adopted as the order of business, after which J. M. Olcott, Examiner of Vigo County, proceeded to read an able paper on School Architecture, Warming and Ventilation. The paper claimed that warming and ventilation were mutual dependencies and aids of each other. Neither exists in its perfection in the absence of the other. A school house should have lungs. There should be a constant motion of the heated air. If air is warmed by contact with a red hot surface it loses its moisture and causes headache, drowsiness, and debility. The height of ceiling does not affect ventilation. There should be ducts through the floor for the ingress of pure air.

The entire side walls, not occupied by windows and doors, should be blackboard surface. The best blackboards are constructed upon the plastering. The windows should be large, but few in number. Mr. Olcott here showed a model ventilating stove which had been used in school houses with success. The common school size costs fifty dollars. The writer thought architecture was not understood by School Officers, and advised the distribution of pamphlets and circulars for *their* information.

At the close of the reading, a lively discussion arose upon the merits of the paper and subject, in which Messrs. Millison, Brown, and Staley participated.

The Chair referred the paper and subject to a committee, consisting of Messrs. Olcott, Brown and Millison.

A. J. Johnson, Examiner of Hendricks County, then read an argumentative essay, advocating the selection of teachers by the Trustee, without any meeting of the school voters for that purpose. Mr. Johnson gave a graphic description of the evils attending the present mode of designating teachers in the rural districts.

The sentiments of the speaker were concurred in by Messrs. Albright, Olcott, Brown, Mallet, and J. G. Cochrane. Messrs. Thompson and Blount were in favor of the present law.

J. M. Olcott offered a resolution in favor of the selection of teachers by the Trustee, with the advice of the Director, without a vote of a school meeting.

J. H. Brown presented a substitute, vesting the authority to select teachers in the School Officers of the township, which, on motion of Mr. Thompson, was laid on the table.

On motion of Mr. Albright, the motion to lie on the table was reconsidered, and on a second vote was lost, when the Chair referred the subject to a committee, consisting of Messrs. Johnson, Staley and Thompson.

On motion, the Convention adjourned until two o'clock P. M.

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TUESDAY, 2 o'clock P. M.

The Convention met. Present same officers as in morning.

Valois Butler, of Elkhart County, presented a carefully prepared argument in favor of compelling an uniformity of text-books by legislative enactment. A lack of uniformity hinders the success of our common school system. The Legislature has considered the subject of text-books as the tree of forbidden fruit. Many of our schools have more recitations than pupils. If time is money, a reform is demanded, for the mass take a financial view of education. The writer advocated the most complete gradation and classification; was in favor of Superintendency, Boards of Education, Township Libraries, but above all, advocated uniformity in text-books.

The Superintendent explained the purport of a plan which he presented to the Legislature last winter, providing that the State Board of Education shall approve a series of text-books. The Examiner and Trustees of each county shall examine said series in connection with others. They shall select and adopt some series for a term of four years, or if the officers of any county neglect so to do, the series approved by the *State Board* shall be used in said county.

A spirited discussion ensued, Messrs. Thompson, Stoddard, Butler, Dakin, Staley, Philipps, and Olcott, participating.

Mr. Staley said the demand is for *permanent* text-books.

Mr. Olcott had already secured uniformity and permanency, by concert action of Examiners and Trustees.

The Chair appointed Messrs. Butler, Curran and Dakin, as a committee to report on the paper and subject.

E. H. Staley, of Clinton County, then read a paper upon the subject of County Superintendency. Was in favor of the Examiner's being changed to Superintendent, with a sufficient salary to induce thorough work. Indiana needs County Superintendency and should have it, and by patient labor of her educators the Legislature will pass the necessary law. The demand must come from the people.

The paper was discussed by Messrs. Hall, Olcott, Blount, Dakin, Brown, Thompson, Millison, and others.

The Chair referred the paper and subject to a committee, consisting of Messrs. Staley, Hall and Lee.

The next business in order was the consideration of necessary amendments to the School Law.

On motion of J. M. Olcott, the business of the hour was presented in the form of resolutions.

J. M. Olcott, Examiner of Vigo County, presented the following resolution :

*Resolved*, That some provision should be made for educating the colored children of the State in separate schools.

W. B. Robinson, Examiner of Knox County, moved to amend by adding the words, " by levying a tax upon the property of the colored population of the State for that purpose ;" which motion was laid upon the table.

The resolution was adopted.

P. V. Albright, Examiner of Floyd County, offered the following :

*Resolved*, That all the public schools of the State should be kept open for instruction at least six months in each year.

George W. Harvey, Examiner of Grant County, offered a substitute, increasing the State tax to thirty cents on each one hundred dollars of taxable property.

When, on motion of J. M. Olcott, the consideration of the resolution was postponed indefinitely.

James Millison, Examiner of Shelby County, offered the following :

WHEREAS, Many forged certificates, purporting to come from the hands of County Examiners, have been circulated among Trustees, for the purpose of effecting sales of worthless articles ; therefore,

*Resolved*, That we recommend to the consideration of the Indiana Legislature, the passage of an act requiring County School Examiners to procure a well devised seal, that the foregoing evil may be avoided in the future.

Which, on motion, was adopted.

L. L. Rogers presented the following :

**WHEREAS**, The law regulating appeals from Trustees to School Examiners is very indefinite ; therefore,

*Resolved*, That it is the sense of this Convention that Sections 164 and 165 of the School Law should be so amended as to define specifically all the powers of Examiners in cases of appeals from Trustees.

Which, on motion, was adopted.

The committee to whom was referred the paper of the Examiner from Vigo County, upon the demand for improved school architecture, and the means of securing the same, submitted the following report :

The committee report in favor of selecting that portion of the paper describing the plan of ventilation and construction of school houses, and publishing the same in the descriptive catalogues of popular book publishers, which, as the committee are informed, can be done without cost ; and that a committee be appointed to prepare the same for publication.

Which report was received and adopted, and the committee discharged.

On motion of S. P. Thompson, the same committee was reappointed to complete the work indicated in their report.

The committee to whom was referred the paper of the Examiner from Hendricks upon the manner of employing teachers in the rural districts by the majority, (Thompson protesting,) submitted the following report :

*Resolved*, That it is the sense of this committee that teachers should be employed without any designation by a meeting of citizens.

On motion, the Convention adjourned to meet to-morrow morning at 8½ o'clock A. M.

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WEDNESDAY, 8½ o'clock A. M.

Convention met pursuant to adjournment, and opened with prayer by the Superintendent.

The minutes of yesterday were read and approved.

S. W. Cochrane, Examiner of Hamilton county, proposed the following resolution :

*Resolved*, That additional legislation is necessary to enable Township Trustees to procure sites for school-houses at proper places when the owners of the land refuse to give lease or sell lands for school purposes.

Which, on motion, was adopted.

Jesse H. Brown, Examiner of Wayne county, in a neat little address spoke of the defects in our rural schools—their causes and remedies. The common schools do not meet the expectations of educators. This arises from the employment of poor teachers, who

lack system in their work. Normal Institutes should be held, and better modes of instruction adopted in the rural districts.

The subject was briefly discussed by a large number of Examiners. Many evils and remedies were suggested.

The Superintendent recommended,

1. Professional Teaching.
2. Educational columns in the Newspapers.
3. Fuller conference of Examiners.

The chief supervisory work was conceded by all to belong to the School Examiner.

The subject was referred to the following committee: Messrs. Brown, Thompson and Albright.

O. P. Stone, Examiner of Madison county, spoke briefly of the use of Township Libraries, and of their treatment by the people—when, on motion, the discussion of the subject was suspended to allow Mr. G. C. Moore opportunity to speak of the means of securing fuller educational statistics.

The subject, after proper discussion, was referred to Messrs. Moore, Millison and Dakin.

On motion, adjourned.

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WEDNESDAY, 2 o'clock P. M.

S. N. Cochrane presented a paper upon the subject of Examination of Teachers. Was in favor of combining oral and written methods.

The subject was thoroughly discussed, and referred to a committee consisting of Messrs. Cochrane, Blount and Robinson.

S. P. Thompson, Examiner of Jasper county, advocated the organization of a County Board of Education. The law should be so amended as to require such Board. The Examiner is the servant of the Board of Commissioners, and should report his labors to them. Mr. Thompson closed his argument by offering the following:

*Resolved*, That this Convention consider it important that the Legislature should provide by law for the organization of a County Board of Education, consisting of the Board of Commissioners, County Auditor, School Examiner, and School Trustees.

Which, without objection, was approved.

J. R. Phillips, Examiner of Daviess county, Democratic nominee for State Superintendent, was introduced by the Chair, and favored the Convention with brief words of encouragement.

The Committee on County Superintendency made the following report:

*Resolved*, 1. In our opinion the highest success of the Public

School system of Indiana will in time require county superintendency of schools in its most complete sense, as it exists in some of our sister States.

2. In our opinion the shortness of the school term, and the demand for increased revenue in other departments, indicate that the time for such superintendency in our State has not yet come.

3. Our present wants demand,

*First*, Increase of Examiners' per diem.

*Second*, Liberal appropriation of time to the Examiners by the Commissioners in which to visit schools.

*Third*, The Examiners should exert more power in supervision, organization and classification of schools in their respective jurisdictions.

The sentiments of the report were concurred in by the Convention.

The Committee on Text-Book Uniformity presented a report, which was amended to read as follows:

*Resolved*, 1. That in our opinion provision should be made by legislation for a greater uniformity of Text-Books in the respective counties of the State.

2. That the selection of Text-Books should be assigned to the County Board of Education, contemplated in a prior resolution of this Convention.

On motion, the resolutions were approved.

The Committee on Rural Schools offered their report in these words:

*Resolved*, 1. That School Examiners should be careful to hold the County Institutes at such times and places as will best accommodate the teachers in the rural districts, and that the tuition in the Institutes should be adapted particularly to their circumstances and wants.

2. The Examiners should endeavor to become acquainted with their fellow school officers, and exchange views and plans with them. Should encourage Teachers' Associations, Township Meetings. Educational columns in Newspapers, and all other agencies by which attention and discussion of educational topics can be evoked and knowledge diffused.

Which was approved without debate.

The Committee on Examination of Teachers reported as follows:

In our opinion there is no necessity for any change in the law regulating the license of teachers.

The Convention, after a warm debate, endorsed the opinion of the committee.

James Milleson, Examiner of Shelby county, offered the following:

*Resolved*, That section 159 of the School Law be so amended that where it reads "thirty-five dollars," the same shall read "seventy-five dollars," and instead of the words "fifty dollars," the same may read "one hundred and twenty-five dollars."



The Committee on Statistics reported as follows :

Your committee, to which was referred the subject of "legislation needed in order to secure accurate educational statistics," would respectfully present the following report :

1. Any radical change of the law would involve so much collateral legislation as to render the success of such a measure extremely doubtful.

2. The law would probably be sufficient for present emergencies if amended as follows :

*First.* Let Trustees be elected for three years.

*Second.* Require each Trustee, on the first day of September in each year, to report to the Examiner under oath the amount of school revenues—distinguishing between special and common—on hands on the first day of the preceding September, the amount since received, and the amount since expended, the date when each item of expense was incurred, and the amount on hands at date of the report, and let this report be substituted for that part of the Trustees' report relative to school revenues now required by law.

*Third.* Require each Trustee, on retiring from office, to make a similar report to his successor in office, embracing the period from the first day of the preceding September to the date of the report, and with such report deliver vouchers for all sums which have been expended since his last preceding settlement with the Board of County Commissioners.

*Fourth.* Require each Trustee, on retiring from office, to deliver to his successor in a package distinctly marked as such, the teachers' reports of all schools taught in his Township since the first day of the preceding September.

*Fifth.* Require each Trustee, on retiring from office, to certify to his successor the number of school-houses built in his Township since the first day of the preceding September, the cost of the same, and the amount paid to him for managing the educational affairs of his Township during the same period.

*Sixth.* Require Trustees to make the reports and deliver the certificates and papers to their successors, as above required, in the presence of the County Examiner, who shall be required to see that the same is properly done, and that the report is correct as compared with the Trustees' last previous settlement with the Board of County Commissioners. Which was adopted.

W. B. Robinson, Examiner of Knox county, presented the following, which, on motion, was adopted :

*Resolved,* That when this Convention adjourn it shall be to meet again at the call of the Superintendent of Public Instruction.

E. H. Staley, Examiner of Clinton county, offered the following :  
WHEREAS, Our Educational Journal is an efficient auxiliary to the cause of Education, and believing that such a periodical should be placed in the hands of every teacher and school officer in the State : Therefore,

*Resolved,* That we heartily recommend the INDIANA SCHOOL JOURNAL to the teachers of our State as worthy of their patronage and support, and that we will use our influence to extend its circulation in our respective counties.

Which was adopted.

On motion, the Convention adjourned *sine die*.

S. P. THOMPSON, Sec'y.

## PROCEEDINGS OF THE CONVENTION OF SUPERINTENDENTS OF CITIES AND TOWNS.

SHELBYVILLE, Ind., July 30, 1868.

In accordance with the request of the State Superintendent of Public Instruction, the several Superintendents of the city and town schools, met in the public school building, at Shelbyville Ind., July 30th.

At 9 o'clock A. M., the Convention proceeded to select officers; and on motion of J. M. Olcott, of Terre Haute, the Hon. George W. Hoss, of Indianapolis, was chosen President; and Anson W. Jones, of Vincennes, Secretary.

The chair stated briefly that the following subjects would be offered for the consideration of the Convention, to-wit:

I. School Reports of cities and towns; what shall they contain, and what means can be adopted to secure greater uniformity in statistics?

II. School Records; their value and methods of use.

III. The powers and duties of Superintendents of Public Schools in cities and towns.

The chair announced that A. C. Shortridge, H. S. McRea, and J. M. Olcott, would present papers on the above mentioned topics, in the order of their names.

Mr. Shortridge being called, appeared, and, after a few apologetic remarks, presented a Paper, embracing some fourteen particulars, as follows:

(1) The total enrollment of the different pupils; taking care to report the number of each sex. (2) The average whole number of pupils, including private or subscription schools, so far as can be ascertained. (3) The average daily attendance. (4) The per cent. of daily attendance, based on the average number belonging. (5) The number under eighteen years, and the number over fifteen, of both sexes. (6) The nativity of the pupils, and probable business or profession of parents. (7) The number of pupils in each study. (8) Their continuance in school. (9) Degree of regularity. (10) Cost of tuition per pupil on average number belonging; also, if desirable, on total enrollment and daily attendance. (11) The total cost per pupil; including incidental expenses, such as fuel, repairs, value of apparatus, and interest on permanent improvements. (12) Salary of teachers. (13) Days of absence, cases of tardiness, and time lost by same. (14) The number of pupils, first, that have not been absent during the year; secondly, the number not tardy at any time; and thirdly, the number neither absent nor tardy.

The speaker, in an address of fifteen minutes, took up each point

*seriatim*, and showed the feasibility of each, and the possibility of every Superintendent's keeping his school statistics with as much accuracy as the clerk in a counting house keeps his accounts. He noticed, with some warmth, that even in so well managed schools as Cincinnati had, there were only two per cent. of those belonging over the age of fifteen. When asked, why he wanted to know the nativity of children, and the occupation of parents? he replied that he wished to know the moral, social, and religious caste of his pupils. He descanted at length on the importance of greater and more uniform statistics, and felt that the law authorized the State Superintendent to furnish a blank for that purpose; and for the accomplishment of this end, he offered the following resolution:

*Resolved*, That in the opinion of this Convention, information for the benefit and uses of the people, in regard to the statistics and management of city schools, should be tabulated by the Superintendent of Public Instruction, and published with his Annual Reports.

Mr. Olcott moved, that on general discussion, each speaker be limited to five minutes. Carried.

Mr. Olcott desired, for his part, to see the "Chicago rules for obtaining uniform reports of attendance, etc.," adopted in our Indiana schools; and after considerable discussion, participated in by several gentlemen, a special committee, consisting of Messrs. Olcott, Adams, Shortridge, Brewington, and McRae, was raised, to report at 4 P. M., as to "What shall constitute school membership?" And so much of the paper as alluded to "what the reports should contain," was referred to a special committee, consisting of Messrs. Shortridge, Gow, and Olcott.

Mr. H. S. McRae, of Muncie, presented his paper on the second topic, namely: "School Records; their value and methods of use." Mr. McRae, after alluding to the importance of well kept records, presented his method of keeping a record; and illustrated the same on the black board. He thought Punctuality, Attendance, Deportment and Recitations should be recorded in connection with a single entry of the name. He held, however, that it was unnecessary to record daily recitations, except in grades higher than the First Reader; nor was it essential to record *all* the recitations even in the highest grades. After Mr. McRae had concluded the reading of his paper, discussions followed, in which Messrs. Graham, Ridpath, Olcott, Gow, and McRae, and John Hancock of Cincinnati, took part. Mr. H. said he desired more *method* and less *report*. The paper of Mr. McRae was finally referred to a committee of three, consisting of Messrs. McRae, Cooper, and Ridpath.

On motion, Convention adjourned to meet at 2 P. M.

## AFTERNOON SESSION, 2 o'clock.

The Convention resumed business. The Chair announced that the reading of a paper by Mr. Olcott would be the first thing in the regular order. Mr. Olcott, in an address of some twenty minutes, set forth very clearly the duties of Superintendents of city public schools. He said such an officer had to perform the multifarious duties of Director, Supervisor, Teacher, Manager, Legislator, Judge, Advocate, Counsellor, Clerk, Secretary, and Inspector. After showing how a Superintendent had necessarily to perform the various duties set forth above, he had to be, also, Librarian and Financier. As a financier it was his duty to show the economy of employing only competent teachers—both mentally and physically, and thereby preserve his school from quackery. One of his more important duties was to examine, in a general way, all pupils for promotion; and promote only such as gave evidence of proficiency in the several branches taught.

Mr. Olcott thought that in cities such as Indianapolis, Evansville, and Terre Haute, the whole time of the Superintendent could be profitably employed, but would admonish such an officer against too much interference in schools,—wanted teachers to know that they were to a certain extent responsible for the success of the school,—did not want mere automatons in school rooms; because, said he, there was a likelihood of producing an intellectual extinction. But, above all things, he wanted to know that the Superintendent was a strictly conscientious man,—one who was strictly exact, without being too punctilious in the performance of his duties. He felt that the Superintendent ought to be a man that teacher and pupil alike could approach with freedom, and make known their respective wants and grievances.

He should demand Institute work of his corps of teachers. Teachers needed reviews frequently; for he had found that they became unreliable after a time, if they had no incentive to review their former studies. Hence, he required a review from them at least once in every month of the ten school months.

After concluding his paper, Mr. Hancock enquired of Mr. Olcott, if he would have the Superintendent supervise the transfer of each and every pupil from grade to grade?

Mr. Olcott thought he should in such cities as he lived in. He had made it a specific duty with himself to know something about the standing and qualifications of every child in his schools.

Mr. Gow, of Evansville, thought it easy enough for pupils to know him, but he could not see how he was to know all the Marys, and Janes, and Susans, and Toms, and Dicks, and Harrys, attending his schools.

Begin in September, said Mr. Olcott, and go through all the lowest grades, and continue grade after grade until you have gone the rounds. He usually devoted two weeks to each grade; and then found time to perform his other several duties. With him, it was *work, work, work!*

Mr. Brewington, of Vevay, rose to enquire how far the Superintendent would authorize severe punishment by his teachers, without interference on his part? If he would freely allow the use of the rod?

Mr. Olcott thought he should,—of course restricting teachers to that extent that the law would. He was pleased to say that only twenty-seven cases of corporal punishment had been reported to his office during the last school year. He had always instructed his lady teachers to chastise with the rod; and, jocosely remarked that he would not employ any lady teacher that could not whip the biggest boy in the land.

Mr. Ridpath thought that the Superintendent ought to do the whipping for the lady teachers.

Mr. Shortridge, of Indianapolis, differed from Mr. Ridpath. For his part, he did not covet the undesirable position of whipping master. He had no inclination to be known as a monster whipping machine; to be pointed out as such when he passed along the streets, or sat in a public assembly. But, said Mr. S., when punishment is to be inflicted, let it be done with the rod; and he would have *all* teachers inflict it at the time such punishment was most needed. He would require reports from teachers relative to punishments, as well as attendance, percentage of recitations, and other things.

Mr. Gow, of Evansville, thought that the maxim of Solomon,—“Spare the rod and spoil the child,”—was to be judiciously exercised. He was like his friend Shortridge,—did not want notoriety as a whippist, and, furthermore, doubted whether his lady teachers had sufficient muscular development to enable them to perform so unpleasant a task as that of whipping a boy of any age.

Mr. Kimball of Laporte, enquired how far the Superintendent should assume local control of the rooms occupied by the several teachers. He feared that if the Superintendent assumed too much control, the pupil would lose all respect for the authority of his teacher.

Mr. McRea of Muncie, said that he always wanted pupils to think that *their* teacher was “the greatest person in the realm,” and related the anecdote of the Scotch tutor who declined to take off his hat in the presence of the King. Of course, continued Mr. McRea, the Superintendent must have a co-ordinate control, and pupils must know that.

Pending the debate, the chair announced recess.

• At 3:45 P. M. Convention again proceeded to labor. ~

The discussion on the various duties, as set forth by Mr. Olcott in his paper, continued until 4:00 P. M. The chair announced that the hour appointed for special reports of committees was at hand, and enquired if such committees were ready.

The special committees on "School Membership," made the following report through the chairman, J. M. Olcott.

*To the President and Members of the Convention.*

We, the committee, recommend the adoption of the "Chicago Rules," which are as follows :

1. "Whenever a teacher has satisfactory evidence that a pupil has left school without the intention of returning, such pupil's name shall forthwith be struck from the roll; but any absences recorded against the name of the pupil before the teacher receives this notice shall be allowed to remain, and in making up the attendance averages, such absences shall be regarded the same as any other absences.

2. When a pupil is suspended from school by any of the rules of the School Board, whether for absence or for any other cause, his name shall be stricken from the roll.

3. When a pupil is absent from school more than five consecutive school days, for sickness or for any other cause, his name shall be stricken from the roll at the end of the five days, and the absences shall in all cases be recorded while the name remains on the roll; but this rule shall not operate to prevent the suspension of a pupil, under rule second, for a less number of absences, in which case his name will, of course, be dropped from the roll.

4. For the purposes contemplated in the foregoing rules, any pupil shall be considered as absent whose attendance at school shall not continue for at least one-half of the regular school session of the half day."

Respectfully,

J. M. OLCOTT,  
H. S. McREA,  
R. H. BREWINGTON,  
A. C. SHORTRIDGE,  
T. L. ADAMS.

Quite a spirited debate occurred on the motion to adopt the report. Mr. Shortridge wanted the "Chicago Rules" adopted without alteration, and insisted that they were to be construed rigidly as the language of the rules indicated.

Mr. Adams said the Chicago School Board had construed the law in such a way, that if, on the first day of a pupil's absence, the teacher had any reasonable evidence that a pupil would be absent five days or more, his or her name was to be struck from the roll.

Mr. McRea thought that was right; and cited the case where a

child had the small pox, and held that that fact was evidence *prima facie* that such child could not be in attendance at school any five succeeding days thereafter, that is, after such knowledge came to the teacher, even if it were on the first day.

Mr. Graham said it was his custom to mark from the time a pupil was absent for five consecutive days any such absences; but at the end of the five days his name was dropped, and such absences were obliterated.

Mr. Hancock disliked very much to adopt a rule and then allow teachers full latitude to construe it at pleasure. He thought the Convention ought to define what should be the uniform construction of the "Chicago Rules;" once fixed by this body, it would remain so; and no party could show superior percentage of average attendance over any similar party. This would be simply an act of justice.

Many gentlemen thought that no pupil's name should be dropped from the roll until the five days had expired. On motion of Mr. Ridpath the report of the Committee was adopted.

Mr. A. C. Shortridge, Chairman of the Committee, to whom was referred the paper, "What shall the School Report contain?" presented the following:

*To the President and Members of the Convention:*

Your Committee to whom was referred the topics presented in the paper on City "School Reports, and the proper means of securing greater uniformity in the same," beg leave to say that they have had the subjects under consideration, and ask to be continued, with the understanding that their further deliberations shall be, in due time, reported to the Superintendent of Public Instruction, in the hope that through his office, (aided by the proper blanks, the desired end may be secured. Your Committee would ask for such further instruction as the Convention may see proper to give.

Respectfully,

A. C. SHORTBRIDGE,

A. M. GOW,

J. M. OLCOTT.

Report was received, and Committee allowed further time to consider the subject, and report as above indicated.

The Committee to whom was referred the topic on "School Records," reported through its chairman, Mr. H. S. McRae, as follows:

*To the President and Members of the Convention:*

We, the Committee, to whom was referred the subject of "School Records," beg leave to report:

1. It is in the highest degree essential that every teacher should keep an accurate and complete record of the Punctuality and Attendance of each pupil.

2. That the peculiar character and circumstances of each school



should lead each Superintendent to determine what further items of record should be made. Respectfully,

H. S. McRAE,  
JOHN COOPER,  
J. C. RIDPATH.

Report adopted.

The following resolutions were presented and adopted without debate :

By J. M. Olcott.

*Resolved*, That for the purpose of discussing from time to time the various subjects connected with the management of city and town schools, and for the further purpose of discussing questions of a scientific and literary character, we make a permanent organization of School Superintendents [and Trustees] for the State, to meet annually ; and that a Committee of five be appointed to draw up Articles of Association—the said Committee to report at an adjourned meeting, to be held during the week designated for the next annual meeting of the State Teachers' Association, and at the same place thereof. The day to be designated by the Committee.

Messrs. Olcott, Shortridge, Graham, Adams, and Kimball were designated as the Committee by the chair.

By John Cooper :

*Resolved*, That the paper read by Mr. J. M. Olcott, on "Superintendency," be requested for publication in the INDIANA SCHOOL JOURNAL ; also that the proceedings of this Convention be furnished to said journal for publication.

Adopted by consent.

The Chair here took occasion to express his feelings of satisfaction, at seeing so many Superintendents together from different parts of the State. He regarded this meeting as the harbinger of the growing interest which the leading educators take in school matters. He cordially thanked the members for their presence, and interest in this, the first Convention of Superintendents ever held in the State. He said this is the beginning of an end which is not yet.

On motion, the Convention adjourned to meet at time and place to be designated by the Committee on Organization.

GEO. W. HOSS, *President*.

ANSON W. JONES, *Secretary*.

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*Names and Address of Members of Superintendents' Convention.*

A. M. GOW, Evansville.  
D. ECKLEY HUNTER, Shelbyville.  
A. C. SHORTRIDGE, Indianapolis.  
SHERIDAN COX, Logansport.  
J. K. WALTZ, Attica.



A. BURNS, Private School, Columbus.  
DAVID GRAHAM, Columbus.  
JOHN COOPER, Dublin.  
THOMAS CHARLES, City Academy, Indianapolis.  
E. F. KIMBALL, Principal High School, Laporte.  
J. P. ROUS, Stockwell.  
J. C. RIDPATH, Lawrenceburg.  
L. H. MARSHALL, Adams.  
J. M. OLCOTT, Terre Haute.  
H. S. McRAE, Muncie.  
R. F. BREWINGTON, Vevay.  
W. M. CRAIG, Madison.  
ANSON W. JONES, Vincennes.  
JOHN HANCOCK, Sup't Public Schools, Cincinnati.  
T. L. ADAMS, Laporte.

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### BLACK BOARDS.

In answer to many inquiries we publish the recipe for black boards given last year :

1 gallon alcohol, cost \$5.

1 pound gum shellac, \$1.

2 ounces lamp black, or chrome green, 10 cts.

2 ounces ivory black, 10 cts.

This is to be placed on a wall of smooth, hard plaster. For particulars concerning manner of mixing, putting on, &c., see July number of JOURNAL, 1867.

## EDITORIAL—MISCELLANY.

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### AN EVIL AND A PARTIAL REMEDY.

One of the serious evils in our Schools is the shortness of term of employment of teachers. Teachers in the rural districts are employed, on an average, four months out of twelve. The remainder of the time they are left to farm, to peddle, or to travel as book agents, insurance agents, &c.; whilst female teachers employ themselves in domestic labors, and otherwise, as their tastes and circumstances may determine. All of these employments are honorable and useful, and against which *per se* we bring no accusation, but being non-professional they do not in general qualify the teacher for his work; indeed they not unfrequently *disqualify*. The professions of law and medicine would be in a sorry condition if lawyers and physicians were to spend only four months each year in practice, and the remaining eight months in farming, speculation, or traveling agencies, &c. Under like circumstances, can teaching fare better? The best results in any calling can be secured only by uninterrupted work in that calling. There is a spirit in a calling, an *esprit de corps*, which dies when the work ceases.

Enough has, however, been said concerning this evil; the remedy next demands attention. The first and most obvious remedy is a longer term of school. If schools were kept open throughout the year, (the academic year of ten months,) teachers would have constant employment, consequently would be in a position to do the best possible work. But ten months school per annum throughout the rural districts is neither practicable nor desirable at present; hence this first and more obvious remedy goes for nought.

The second and partial remedy is as follows: So far as possible, *have one teacher teach two schools*; this is to be done by consent of the community and the Trustees. Let the school in district number one be opened September 14th, and closed January 16th or 31st, as funds may determine; and let district number two open on January 21st or February 4th, and close May 16th or 25th. In brief and general, let districts number one and two, or any two contiguous districts, form a continuous term of school for a time double that of

either, one opening when the other closes, the *same teacher teaching both*.

Here we reach the essential difficulty, and, doubtless, many of our readers are ready to say impracticable, even impossible. Wait, and let us reason. We have claimed this as only a *partial* remedy, practicable only in some cases, and, in these, only through compromises. These compromises involve the following:

1st. One district must agree to wait on another. 2d. In many cases it will be found necessary to permit the pupils of district number one to attend district number two, and *vice versa*. The larger boys, who through farm employment, lose two months from the first school, should be allowed two months in the second, provided they so desire, and accommodations permit. 3d. If this plan is to be made of practical value, the Trustee must not be deterred by a few inconveniences. These will arise, but may, in most cases be overcome.

Lest some one should attempt to demolish all this by the cheap argument of *illegal*, we may state that it is not illegal. All that has been proposed above may be effected within the strict letter of the law. On the other hand, if this plan shall be found desirable and it shall then be found that the law produces friction, it will be easy to change the law. A line across the statute must not stand between the people and a public good.

The result of this plan, could it be made general, would be to make professional teachers, *i. e.*, to give them permanent employment. In this permanent employment lies the gain. If the ten thousand schools of the State could all be taught by teachers who devote their entire time to teaching, we do not hesitate to say that the character of the instruction throughout the State, would be improved at least twenty per cent. Measured by money, it would, in effect, annually add \$300,000 to the tuition revenue, (\$300,000 is but 20-100ths of \$1,500,000, the revenue of the current year.) If it shall be objected that the above plan would turn one-half of the teachers out of the profession, we would say the end of a system of public schools is not the *employment of teachers*, but rather the *education of the children*. Teachers, school officers, &c., whether considered separately or jointly, are only *means* to the greater and more glorious end, the education of the children. Hence when any system can accomplish its work better by diminishing the number of its laborers, economy and common sense both say *diminish*. This business, like all others, will be self-adjusting. The progressive and capable will find employment; the opposite class will not. This is the inexorable law of supply and demand, and teachers, as well as others, must submit to it.

In conclusion, we commend this plan to the careful consideration

of teachers, patrons and trustees, with the hope that in a few districts, at least, it may be tested, and result noted and reported. Progress comes only through trial—let this, therefore, be tried.

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## UNIVERSITIES, COLLEGES, ACADEMIES, &c., IN INDIANA.

From Catalogues and other sources we gather the following concerning certain Institutions of learning in our State:

STATE UNIVERSITY, BLOOMINGTON—CYRUS NUTT, D. D., **PREST.**

The Board, at their last annual meeting, appropriated \$3,000 for additions to the library; also so much as shall be necessary to re-seat the chapel, and to put blinds to all the windows on the south side of the building. They passed a resolution requiring *written* examinations in all cases practicable. They also elected two additional professors, Prof. Marquis to the chair of Modern Languages, and the writer to the chair of English Literature and the Theory and Practice of Teaching.

Number of Faculty, including Law Professor, 9. Number of Students—Seniors, 13; Juniors, 8; Sophomores, 34; Freshmen, 77; Preparatory, 108; Law, 23; Modern Languages, 92—total, 355—counted twice, 87—net total, 268.

College open to both sexes; tuition free; contingent fee per term, \$3. Next term opens September 17th.

ASBURY UNIVERSITY, GREENCASTLE—THOS. BOWMAN, D. D., **PREST.**

The Board provided, at its last meeting, that so soon as \$30,000 should be subscribed in Putnam county for buildings, the Building Committee should proceed to the erection of a new College edifice. The newspapers have recently informed us that said amount has been subscribed. The vacancy in the chair of English Literature was not filled.

Number of Faculty, 6. Number of Students—Seniors, 27; Juniors, 33; Sophomores, 46; Freshman, 78; Preparatory, 174—total, 358.

Tuition per term, in Classical and Scientific Departments, \$10; in Preparatory, \$7.

Next term opens September 16th.

N. W. C. UNIVERSITY, INDIANAPOLIS—REV. O. A. BURGESS, **PREST.**

As stated in a former issue, Prof. Benton resigned the Presidency at last meeting of Board, and Rev. O. A. Burgess was elected in his stead.

Number of Faculty, 5. Number of Students—Seniors, 12; Juniors, 11; Sophomores, 10; Freshman, 14; Preparatories and English, 161—total, 208.

Tuition per term, \$14; matriculation fee, per annum, \$5; Janitor's fee, per term, \$1.

College open to both sexes. Next term opens September 16th.

UNION CHRISTIAN COLLEGE, MEROM—THOMAS HOLMES, D. D., PREST.

Within the last year this Institution has increased its endowment to the handsome sum of \$110,000. It has also added two members to its Faculty. A lady, Lettice S. Holmes, A. M., holds the chair of the Latin, French, and German languages. Farther, let it be observed, that she receives the same salary as other professors. Honor to a Board of Trustees who are able to do "exact justice" not only to "all men," but also to a woman. They say *equal labor demands equal pay*.

Number of Faculty, 6. Students, 109. Classed by sex, ladies, 33; gentlemen, 76.

This Institution furnishes a Commercial Course. Tuition per term in Classical Department \$10, in Academic, \$6, Next term opens September 16th.

WABASH COLLEGE, CRAWFORDSVILLE—JOS. F. TUTTLE, D. D., PREST.

Number of Faculty, 7. Number of Students—Seniors, 11; Juniors, 9; Sophomores, 21; Freshmen, 28; Preparatories and English, 126—total 195. Number of Alumni, 189, of whom 79 are ministers.

Tuition per term, in College, \$10.

Next term opens September 9.

EARLHAM COLLEGE, RICHMOND—BARNABAS C. HOBBS, PREST.

Number of Faculty in College Proper, 6. Number of Students—Seniors, 10; Juniors, 2; Sophomores, 7; Freshmen, 43; Irregulars and Preparatories, 174—total, 236.

Institution open to both sexes.

Next term opens September 9th.

MOORE'S HILL MALE AND FEMALE COLLEGIATE INSTITUTE,  
MOORE'S HILL—REV. THOMAS HARRISON, PREST.

Number of Faculty, 7. Number of Students, 339, of whom there are, Seniors, 7; Juniors, 13; Sophomores, 11; Freshmen, 29.

Tuition in Scientific Course, per annum, \$21; in Classical \$32.

\* Next term opens August 31st.

DEPAUW COLLEGE, NEW ALBANY—REV. E. ROWLEY, D. D., PRES.

Number of Faculty, 6. Number of Students 110, of whom there are, Seniors, 1; Juniors, 3; Sophomores, 24; Freshmen, 12.

This Institution admits female pupils only.

Next term opens September 7th.

ROCKPORT COLLEGIATE INSTITUTE, ROCKPORT—REV. O. H. SMITH,  
PRESIDENT.

Number of Faculty, 5. Number of Students, 165. Tuition in College Classes, per term, \$10. Next term opens August 31st.

CITY ACADEMY, INDIANAPOLIS—PROF. THOMAS CHARLES, PRINCIPAL.

Number of Instructors, 4. Number of Pupils 190. Next term opens Sept 7.

We should have been pleased to notice many other Institutions of this grade in the State, had Catalogues been forwarded. Our apology to the friends of those Institutions not noticed is, that no Catalogues have been sent us.

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### FEMALE TEACHERS.

The INDIANA SCHOOL JOURNAL for July lays down and establishes by statistics three propositions in regard to female teachers: 1st (what is very natural), That the oldest States employ more than the new; 2d, That in every State their ratio increases from year to year; 3d, That the cities especially show a very large excess of them—the older the greater. The tendency being very clear, the editor concludes that it is idle to oppose the employment of female teachers, even if it were desirable to do so, which he is far from thinking. The facts might suggest, however, quite other reflections. We believe that women as teachers have done less service on the side of education than of discipline, in which they have manifested a decided superiority over men both as to means and results. They could not govern by force, and they have governed without it; but they would probably not have had the chance if they had not consented to work for smaller wages than men. We are not disposed to deny the female teacher "her patience, her self-sacrifice, her quick sympathies, her warm affections, her deep devotion to her work," and to admire "often her admirable success in that work." But all these useful and, in some measure or other, indispensable qualities, are combined in the great majority of instances with very limited attainments and intellectual development, not to speak of temptations, from which men are exempt, to quit the profession at the earliest

opportunity. The virtual monopoly by women of teaching in all the primary grades is therefore, perhaps, not wholly to be regarded with complacency; and although it certainly distinguishes American institutions from those of any other country that provides for popular instruction—notably from the Prussian school system—it ought not to be accepted as the equivalent of a service upon which each member enters for life, with a high degree of scholarly preparation, and sustained by the certainty of an honorable retirement with a pension when age shall have rendered him incapable of teaching any longer. Viewed in this light, the statistics referred to furnish one of the most forcible arguments for the higher education of all our women—using, we may say, that term in its widest acceptance.—*The Nation*.

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### METEOROLOGICAL.

Meteorological Report, from the Indiana State University, for the Month of July, 1868.

Mean Temperature,	- - - - -	81°.11
Maximum Temperature,	(Thursday, 16th,)	96°
Minimum Temperature,	(Saturday, 18th,)	61°
Warmest Day,	(Wednesday, 15th,)	85°
Coldest Day,	(Sunday, 26th,)	75°.77
Barometer, Mean Height,	- - - - -	29.200 in.
“ Highest,	(Sunday, 5th,)	29.367 in.
“ Lowest,	(Friday, 24th,)	28.963 in.
Relative Humidity, (1.00 denotes complete saturation of the air,)	- - - - -	.70
Amount of Rain,	- - - - -	2.38 in.
Number of Rainy Days,	- - - - -	9
Cloudiness, (10 denotes entire cloudiness,)		4.45
Velocity of Wind per hour, (Robinson's Anemometer,)	- - - - -	0.81 miles.
Prevailing Winds, South and South-West.		D.

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### CONVENTIONS OF EXAMINERS AND SUPERINTENDENTS.

We hardly need call attention to the reports of the proceedings of the two conventions named above. The subjects discussed by these conventions were practical; bearing upon the daily workings of the common school system. The papers and discussions were,

with rare exceptions, as practical as the themes discussed. Consequent upon these two facts, good will come of each of these meetings.

It may be said further in commendation of the members of these conventions, that they showed a praiseworthy spirit of labor. Each speaker seemed desirous of going to the heart of his subject, and that directly and briefly, no time being wasted in mere word skirmishing. In an emphatic sense was this true of the Superintendents' convention. We hope all will read the reports and judge for themselves of the work done.

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**PERSONAL.**—Wm. Craig, formerly Principal of the Madison High School, has been elected Superintendent of the Schools of Madison.

J. K. Waltz, Professor in Moore's Hill College, has recently been elected Superintendent of the Schools of Attica.

Mr. Harvey, (not Thomas Harvey,) has been elected to the Superintendency of the Greensburg Schools.

Zaccheus Test, Professor in Union Spring College, N. Y., has been elected to the position of Teacher of Languages in the Indianapolis High School.

Professor Test formerly labored in our State as Professor in Earlham College, and having won the reputation of a superior lingual scholar, we most cordially welcome him back to Indiana, with the hope that he will be able to do much in a State in which so much is to be done.

**INSTITUTES.**—Vermillion County Institute opens August 24th, at Clinton; Vanderburg, August 24th, at Evansville; Warren, September 7th, at Williamsport; Martin, September 7th, at Dover Hill; Randolph, September 21st—Jesse H. Brown, Superintendent; Fulton, September 28th, at Rochester.

A Normal Institute of five weeks will be held in Canton, Washington county, three miles from Salem. This Institute will be under the management of William P. Pinkham. Tuition per term, \$5. Mr. Pinkham's reputation as a teacher is a guarantee for good work.

**COMPLIMENTARY.**—The Visiting Committee of the Schools of Richmond recently passed a series of resolutions concerning the same. Among these resolutions was the following, concerning the Superintendent, Geo. P. Brown:

*Resolved*, That his success in the management of our Schools, has been great, and we believe that their present high position is in a great measure due to him.



**MUNCIE.**—At the close of last term, the Muncie Schools graduated seven pupils, three in the full course, and four in the English course. The following is the form of Diploma:

## MUNCIE CENTRAL ACADEMY.

### DIPLOMA.

....., having completed the Course of Instruction in the Muncie Central Academy, is awarded this *Certificate of Graduation*.

MUNCIE, INDIANA.

By order of the School Board.

....., *Supt.*

....., *Prest.*

....., *Prtn.*

....., *Sec'y.*

**EVANSVILLE.**—Evansville opens, with the incoming year, a "Teachers' Training School." Tuition is to be free to all residing within the city. A. M. Gow, Superintendent of Evansville Schools, is to be Principal of this School.

**HANOVER COLLEGE.**—Rev. G. D. Archibald has recently been elected President of Hanover College, located at Hanover.

**FT. WAYNE.**—Next number of the JOURNAL will contain a handsome cut of the new High School building of Ft. Wayne.

**MATRIMONIAL.**—On August 6th, Hamilton S. McRae, Superintendent of the Muncie Schools, was married to Miss Emma M. Montgomery, Principal of the Muncie High School. These two associates in teaching became associates in the labors and joys of life. While their labors will probably be abundant, we trust their joys may be many.

At this point, we beg the permit of dropping a word of exhortation to a few of our *young bachelor* friends. Mr. H. has set all such a good example; our exhortation therefore is, go and do likewise.

It needs no mathematical or metaphysical argument to prove that two are *more* than one, and *better* than one. More, the taking out of a marriage license is in effect giving a bond to keep the public peace. It is a public avowal that a man accepts, and will to the best of his abilities, discharge the weighty but ennobling duties of husband,—neighbor,—citizen. Without protraction of these reflections, we say to all our young bachelor friends: *Stop and consider, before you farther your dangerous way pursue.*

## FROM ABROAD.

An artesian well, at Louisville, Ky., is said to be 2,200 feet deep.

The Union Pacific Railroad has reached a point 760 miles beyond Omaha.

A. T. Stewart, the merchant prince of New York, taught school for a short period in his youth.

Reliable evidence shows that the millionaire, George Peabody, was worth only \$200 in 1814.

Russia has sixty-eight agricultural schools and colleges. One of these has a farm of 3,000 acres.

Professor Loomis, of Yale College, says the heat of July, considering the two elements of duration and intensity, has not been equalled in this country within the last eighty-nine years.

**GOOD SALARIES.**—The salaries of Richard Edwards, President of Normal University, Illinois, and of J. L. Pickard, Superintendent of Public Schools, Chicago, have recently been raised to \$4,000 each.

**LOUISIANA.**—John Baldwin, Esq., founder of Baldwin University, Berea, Ohio, has founded an institution called Thompson's University, on the Teche River, about one hundred miles from New Orleans. This institution is to be open to all, irrespective of sex or color.

**DICKINSON COLLEGE, PA.,** has recently so modified its course of study as to make Latin and Greek elective after the Freshman year.

**AMHERST COLLEGE, MASS.,** is increasing her buildings to the amount of \$130,000. The new building is to be called Walker Hall, in honor of Dr. W. J. Walker, a large donor to the Institution.

**NORMAL UNIVERSITY, ILL.,** graduated 19 pupils at last Commencement; enrolled within the year, 413 in the Normal Department, and 630 in the Model—total, 1043.

**YALE COLLEGE** Catalogue shows the following: Number of Faculty, 53; of Students, 592. The latter are distributed by departments, thus: Law, 16; Medicine, 24; Theology 32; Scientific School, 122. Literary College, Seniors, 107; Juniors, 128, Sophomores, 132; Freshman, 138.

**GOLDWIN SMITH,** of England, has recently been elected to the professorship of History in Cornell University, N. Y., at a salary of \$4,500. He has given intimations of acceptance.

**BOSTON AND CINCINNATI.**—The cost of education in the Public Schools of these cities last year was as follows :

*Boston*—Tuition per pupil, on average number belonging, \$17.53; total expenses per pupil, \$24.16; total educational expenses for city during the year \$781,280.

*Cincinnati*—Tuition per pupil, on average number belonging, \$15.74; total expenses per pupil, \$22.75; total educational expenses for city during the year, \$417,586.

**TEACHERS AND POLITICS.**—Prof. J. B. Turner, of Jacksonville, Ill., has recently received the nomination for Congress in his district, and Prof. A. S. Welch, formerly Principal of the State Normal School of Michigan, has recently been elected United States Senator from Florida—Query, are these gentlemen going up or down?

**ENGLAND.**—The origin of the great schools of England is given as follows, in the *Ontario Journal of Education*: *Eton College*, founded by Henry VI, A. D., 1440; *Harrow School*, founded by John Lyon, a yeoman, in 1571; *Rugby School*, founded by Lawrence Sheriffe, a grocer, in 1567.

 Book Table omitted for want of room.

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**BLOOMINGTON INDIANA.**

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Faculty consists of REV. C. NUTT, D. D., President, and eight Professors, and two Tutors. Preparatory Department, abolished. Provision has, however, been made for the Senior Class in this Department for the coming year. New Students desiring admission to this Department must pass an Examination in Orthography, Reading, Writing, Arithmetic, English Grammar, Latin Grammar and Reader, Ancient Geography, and American History.

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**First Term.....September 17th, 1868.**

**Second Term.....January 2d, 1869.**

**Third Term.....April 8th, 1869.**

**Law Term.....November 8th, 1868.**

Ladies are admitted on the same terms as young men in all the College Classes, but not in the Preparatory Department.

For further information address,

**REV. C. NUTT, D. D.,**

*President of the University,*

**Bloomington, Indiana.**

**WM. HANNAMAN,**

*President Board of Trustees.*



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# INDIANA SCHOOL JOURNAL.

October, 1868.

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Vol. XIII.      GEORGE W. HOSS, Editor.      No. 10.

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## FORT WAYNE HIGH SCHOOL BUILDING.

[SEE ILLUSTRATION.]

This building is located on Wayne street, between Calhoun and Clinton, upon lots fronting to the south, with an area of 18,000 square feet. The style of architecture, as may be seen from the accompanying perspective view, is essentially *Renaissance*. A 14 ft. tower projects 5 feet from the east façade, while the western façade recedes 14 feet. The basement is of dressed stone, 9 feet high; the main building of selected brick, two stories, each 15 feet in height, covered by a "Mansard," 12 feet in the clear. The windows are all of liberal size, being 3 feet 8 inches wide, and 9 feet 4 inches high. Those in the first story are ornamented with finely cut stone caps, and those in the second by ornamented segment caps, also of stone. The tower has a porch, finished with a balustrade so as to form a balcony. Upon the face of the tower is an inscribed tablet of stone, with these words, viz:

FORT WAYNE  
HIGH SCHOOL  
1868.

There are six entrances to the building besides the janitor's door. The main front entrance opens into a spacious corridor, 14x56 feet, which is met at the north end by another, 12x24 feet, from the west entrance. Upon the first floor, to the right of the main corridor, are three rooms, each 18x34 feet and 14 feet in height. To the left are two rooms, 14x24 and 20x24 feet, respectively. These five rooms are to be used as practicing rooms for the training school. There is a wide stairway leading from each of the corridors to others similarly arranged above. The High School room is in the east wing of the second story, and is a fine well lighted room, 34x56 feet. On the west side of the second story are two recitation rooms, each 17x24 feet, and in the tower is the Superintendent's office. On the third floor is the Gymnasium, 48x56 feet, supplied with modern *fixed* apparatus; a drawing room 20x34 feet, and a library 14x24 feet. These three rooms may be thrown into an audience room, 56x70 feet, by means of folding doors. A music room 14x14 feet, and 18 feet high, is constructed in the tower. There are several finished rooms in the basement, one 14x14 feet, to be used for chemical experiments, and two rooms, 34x36 feet, and 24x34 feet, respectively, to be used as play rooms in stormy weather. The basement rooms are reached by outside steps, and have inside stairways to the corridors. The Principal's room is connected with all the others by means of bells and tubes.

The building is heated by two of Lawson's furnaces, and is supplied throughout with gas. All the rooms and halls are wainscoted, and finished with ash, and in the most substantial manner.

The dedicatory exercises were held on September 5th, and the building opened for use on the following Monday.

The total cost was about \$40,000.



## THE DEMAND FOR IMPROVED SCHOOL ARCHITECTURE, AND THE MEANS OF SECURING THE SAME.\*

BY J. M. OLCOTT.

While much progress in school architecture has been made in the last quarter of a century, in a *general sense*, in some important and essential features the school house of to-day is *vastly* inferior to that of the age when it was considered quite enough if this class of buildings had externally four sides, a floor, and a roof; and internally a fireplace and a row of benches. Defects in school architecture are still numerous. Of the more prominent ones we shall mention,

1. Defective heating and ventilating.
2. Want of economy and convenience in the general form, arrangements, and appointments of the house itself, and its surroundings.
3. Defective provisions for seating pupils.

It is not, however, our purpose to devote as much time to pointing out defects as to the more important part of our subject, *namely*, to provide a practical remedy.

The redeeming feature of the school house of our fathers was its superb arrangements for heating and ventilation, a matter of the *first* importance to the well-being and economy of life.

Puncheon floor apertures and *chinky* side walls serve to admit abundance of the purest of air; while the great, open fireplace, with its geometrical proportions, well sustained throughout the length and breadth of the smoke-flue, served the purpose of a first class foul air ejector. If in those school houses the temperature was *low*, the air was *pure*, and, as a consequence, modern drowsiness, *school headache*, and general physical debility were less frequent than at the present time. Heat is necessary for health as well as for comfort; but air can be so heated as to be destructive to health. It is, therefore, of the great-

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\*A paper read before the State Convention of Examiners, Indianapolis, July 14th.

est importance what *kind* of heat we use; and yet there seems to be a general disposition among the people, practically, to wholly disregard the *quality* of heat to be used for public school houses, regarding only the question of obtaining the greatest quantity of heat from the least possible outlay. To reach this end a *very small, red hot* stove is placed in the center of the room, the windows and doors are weather-stripped, the floor is lined, and the ceiling is air tight; from fifty to eighty children are introduced into a room containing from five to six thousand cubic feet of air, and the machinery is set in motion to run for at least ninety minutes, without intermission. The room is no doubt *economically* heated, but at the expense of a long list of doctor's bills, and an immense debt of nature. Heating and ventilation should be considered as parts of a whole, for one cannot work perfectly without the other. The kind of heat required is that which comes nearest to the heat which nature provides, air *heated* without losing any of its essential properties, as healthy at seventy degrees as at forty.

Atmospheric air detained in some confined position to bring it to a high state of rarefaction, by contact with a red hot surface, loses all its moisture, an *essential property*, and the lungs, when inflated with the highly rarefied air, cannot contain one-half of the amount in a cooler state. Add to this stinted amount the destruction of moisture, and we have as an unavoidable consequence of breathing this *injured* air, the symptoms of headache, oppression of the chest, a choking sensation, and parched and feverish state of the skin, &c.

To avoid these two things, viz, detaining the air so as to dry it, and bringing it to so high a state of rarefaction as to stint the lungs; and to prevent the air of a room from coming in contact with the lungs the second time, it is *essential* in the construction of a building to provide for a constant and an abundant supply of *pure air*, and the rapid discharge of *foul air*.

A complete circulation is required. The house itself must be provided with lungs. Now the mechanical

properties of air are such that ventilation is necessary to successful heating, and heating is necessary to successful ventilation; hence, with the proper architectural arrangements in the construction of a building, and the use of suitable heating apparatus, any and all public buildings may be made *healthful*, so far as ventilation is concerned, by the very appliances essential to make them *comfortable*, so far as *heating* is concerned.

To make a room heat readily is to provide for complete ventilation. To embarrass heating, is to shut off ventilation. The common idea that to ventilate is to cool, is the *reverse* of fact. Provision made for cooling is at the top of the room, while that for ventilation, such as is properly so termed, is at the floor, or base of the walls; and its office is to take out all cold air lying at or near the floor, and with it all the deadly gases as they fall. As the cold air is drawn out the warm air comes down from the top of the room to fill its place. To have warm air fit to breathe it must be heated *while in motion* before or *as* it passes into the room, in great quantities. In small buildings the air can be heated or warmed as it flows into the room, and in large quantities, by the use of a stove furnace, similar to Bennet's patent, provided suitable foul air ejectors are furnished; and in large buildings by the use of any ordinary hot air furnace with proportional foul air ejectors.

When any community propose to build a school house, they should consult some competent person who is proficient in the science of heating and ventilating, and for which he should be required to furnish a plan, and be held responsible for its successful operation.

The extra expense, if any, in arranging a district school house for ventilation in its construction, to say nothing of the life long physical benefits accruing to the occupants, is more than compensated for in the economy of space for seating pupils. The arrangement of school desks in a *district school house*, with an iron stove in the centre of the room, is exceedingly *awkward* and extravagant in the use of space.

All the advantages of symmetry, taste, compactness, appearance, and convenience are lost to the teacher. There is no economy in the arrangements for seating; no suitable space for recitation benches; no blackboard conveniences; no room for visitors, and few accommodations. The first thing, therefore, to be considered in planning and erecting a school house is the correct method of heating and ventilating, all other things are of secondary importance, and come in readily afterwards.

The idea of *adaptation* in the proportional dimensions of the building is important—its length and breadth, height and depth. Every school room should be wide enough for a definite number of rows of desks, with aisles between them of suitable width; the length may vary somewhat with the same width; the height of ceiling such as to give the best possible control of the voice in speaking or reading. Height of ceiling has nothing to do with ventilation. Recitation seats should either be wholly in front of the school, when seated, or wholly in the rear, and facing *squarely* the teachers platform, the same as study desks and exactly parallel with them. Blackboard surface of suitable width should fill every square foot of side wall, not occupied with window and door frames, and should be of good material. The common custom of inserting three or four windows in each end of a district school house 25x30 feet in dimensions is a great error in construction. The damage to the building is immense. In this way the solid blackboard wall is destroyed, a loss that cannot be replaced. The beauty of the structure is marred, its strength and durability weakened. The comfort and health of the occupants is injured by admitting a constant glare of light to fall upon their eyes. Children in school should sit with their backs to the light as much as possible. The expense of the house is largely increased by making so many windows without a corresponding increase of advantages. Instead of ten or twelve windows in a school house of this kind, four or five large ones are quite enough. These will admit abundance of light, and in the right direction, and will save abundance of space for *blackboards*.

To the seating of pupils we have already referred, and have only to add that seats should always be arranged compactly, in the central portion of the room, forming as nearly as possible a *single* and perfect square or rectangle, the small seats in front, and full cross rows of the same size, where different grades of children are seated in the same room.

The stove should be in the rear of the room, as seated above, back of it a place for fuel, and to the right and left of it, beyond the entrance passages, closets for wearing apparel, &c., &c.

(Here the speaker exhibited a neatly drawn plan for a district school house, which we would be glad to represent, but have no means of obtaining a cut.—Ed.)

This plan for a district school house is based upon the idea of heating and ventilating. The foundation plan may be understood at a glance. It has four foul air ducts, starting from registers in the floor, opening into wooden boxes ten or twelve inches square, suspended beneath the joists, and leading to the base of the ventilating shaft. In the center of the ventilating shaft is a circular smoke stack, made of iron. The heating apparatus is situated immediately in front and very *near* the ventilating shaft, over an aperture in the floor into which cold air ducts lead from either side of the house. The floor plan gives ample room for seating compactly forty-four pupils, each pupil having perfect freedom of motion; can leave the room without disturbing any one or being disturbed; it gives ample room for recitation classes; for marching, or other physical exercise; abundance of solid wall is provided for blackboards; shelves for library; case for apparatus; closets, &c. By increasing the length of the house three feet and three inches it provides for eight additional pupils—cost five or six hundred dollars.

But we promised in the outset to say less about defects, and devote more of our time to pointing out a remedy. How shall these plans, if improvements, be executed? The time has now arrived when school houses are multiplying all over the land. Now is the time to make people

acquainted with the fact that their school houses ought to be built upon the principles of health and comfort, and in accordance with the science of heating and ventilating, and that certain arrangements and appointments in the construction of the building are *necessary* to make it adapted to the purposes of a school. Among the people at large there is but little known of any of these subjects. Many years ago the people did not appreciate the importance of education as they do now. They are being educated up to the proper standing of appreciation so far as mental instruction is concerned. First class teachers are appreciated everywhere now. It will not take long to educate the people up to the standard of making suitable provision for preserving and protecting the physical health and growth of their children, provided the proper effort is put forth. All the people need upon the subject of improved school architecture is information.

The only question that remains for us to dispose of is, *How can this information be disseminated?* A school house with *lungs* to it costs but little if any more than one without breathing arrangements. School desks arranged properly cost no more than the same desks arranged improperly. Suitable closets and store rooms hid from the main view cost but little more than the same amount of waste room. The amount of fuel consumed in heating a room with good ventilation is less than heating with no ventilation. No exhortation is therefore needed. Information is all that is called for. How can it be disseminated? The answer to this question is the only means available to this body for securing that improved school architecture so much needed in our State.

The poor London manufacturer, with so vast an expenditure of capital, at a time when he could *illegally* afford it, did not incur the expense of displaying in bold relief upon the Pyramids of Egypt, "Warren's Shoe Blacking," simply that all visitors looking about one of the "seven wonders of the world," might, by seeing his advertisement there, be induced to call at his shop on their return to

London ; but knowing with what amazement and indignation his presumption would be regarded, and the severe criticisms it would provoke in the Reviews of the great metropolis, in this way, and no other, he found himself able to advertise his business, and accumulate an immense fortune.

Gennin, the hatter, paid \$475, not for the purpose of securing the first choice of seats in a capacious hall at a concert, but this was the amount he chose to pay for publishing his name and business to the civilized world.

Dayne & Martin persisted in *inquiring* for their own products until merchants became *familiar* with the *name*, and in this way, the demand was created, and an immense fortune realized.

Now something of this kind must be done to *inform* the people in regard to what constitutes a well constructed school house.

If we can do no other way, let us provoke discussion. Let us not only spread before the people information concerning plans and descriptions in printed pamphlets and books, but let us present them in such a form as to attract attention, that they will be read, studied, and *applied*. A single volume of school architecture [Barnard's,] which has been placed in every Township library, has done some good toward imparting the right information, but much that is contained in this work is useless and foreign to the subject; much of it is impracticable. The book, as a whole, is too voluminous for practical men. What we want is a concise explanation of the science of heating and ventilation, *clearly* written, and and in language that may be easily understood. The ground plan of a district school house, plainly drawn, upon a scale of one-sixteenth of an inch to the foot, large enough to accommodate the average number of pupils attending such a school, with seating arrangements distinctly drawn, and dimensions of the desks marked, the place for the teacher's platform designated, also the position of the heating apparatus, and all other necessary conveniences and appliances, together with an appropriate front elevation, all of this accompanied with specif-



cations, such as the common builder can understand, published in some cheap form, so that every Township Trustee may be supplied with a copy. Such a pamphlet should contain information as to the actual cost of such a building, with material and labor at a given price ; also the cost of a suitable stove for heating and ventilating ; where the same can be had ; where and how to obtain suitable furniture ; the cheapest and most durable formula for making blackboard surface material. It should also contain a *price list* of charts, globes, maps and other school apparatus, and published by authority of this Convention. Such a pamphlet could be published and circulated at the expense of business houses having wares to furnish public schools, and without detriment to its usefulness by leaving it open to all who wish to comply with fixed rules and rates. Separately, or in the same circular, plans and specifications should be furnished for the village and incorporated town schools. The larger towns and cities will take care of themselves in this respect.

Architects could well afford to make for us, and under the direction of a committee appointed by the Convention, all necessary drawings, for the sake of advertising their business.

In this pamphlet I would present cuts of types of school houses badly constructed, by the the side of better ones to show the contrast. In either case make the accompanying explanation full, clear and fair, and show the actual cost of each.

Other methods of circulating this information may be devised by the Convention more appropriate than the one suggested. At all events, the end sought is *information* for the *masses* of the *people*.

When a community decide to build a school house, the first thing usually attended to is to appoint a committee on *plan of building*. That committee must consult friends, acquaintances, &c., *make inquiry*, post themselves, and make a report. Sometimes they are right, frequently wrong. In most cases the opinion of the committee is of little value, as frequently they have no



experience in school architecture. Such a committee would be greatly benefitted by the perusal of such a pamphlet. Township Trustees would certainly find it convenient.

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## EDUCATION OF AMERICAN GIRLS.

*W* BY ROBERT G. M'NIECE.

To correct all misapprehension and obviate all fear of injustice, it may be stated here that it is not expected that all American girls will become Mary Sidneys, or Catharine Parrs in point of scholarship. Domestic cares, necessities and responsibilities, together with the unrelenting fetters of poverty, preclude the opportunity for a liberal education to a large class. The fortune and prospects of such, however sordid and low, or noble and lofty their natures and aspirations, demand deepest commiseration; but a complete remedy for their misfortune seems possible only in some hopeless agrarian law, which shall place all on the same arbitrary level in regard to worldly privilege and advantages. It would be the idlest folly to accuse society and government of injustice and tyranny, because they do not confer upon all, the same auspicious social standing and relation, and do not place all in the same desirable and prosperous circumstances. So in like manner it is useless to talk about the injustice of not affording to those whose poverty and natural surroundings must remain impassable obstacles to it, the same extended Collegiate or University education, which falls to the lot of those whose condition in life is wholly different.

It is a matter of congratulation that such favorable opportunities are afforded to the poorest and most obscure for obtaining such education as will qualify them to perform all the more essential duties of life.

There is, however, a large class with ample means, filling the various female Seminaries and Institutes throughout the country, who could have no excuse for present deficiency in general scholarship, if the system under

which they receive their training were what it ought to be, might be, and is beginning to be. It is to this class that reference is here made.

Having in a former article considered the narrowness and superficiality in the kind and degree of education which American girls receive, it remains to pursue the subject somewhat further, and to consider the second prominent objection to what is now styled a fashionable education, *viz* : Its utter incompatibility with the requisite dignity, influence, duties and position, of American women, and the false view of life it inculcates. American civilization has a higher demand on women than that they should be considered, as in some countries, the mere ornamental appendages to society; hence the need of a more enlarged and thorough culture. It is insisted upon that if Latin, Greek, Logic, Metaphysics and Natural Science, are good for boys, in the way of disciplining the taste and mental faculties, and qualifying them to meet the stern requirements of life with courage and ability, they are for the same reason, and to the same extent, good for girls; and so of all the studies which are pursued for discipline, rather than absolute practicality.

What sort of reason can be given for sending one man to Heidelberg, Berlin, or Greece, to perfect his knowledge of the ancient classics; another to London to attend lectures on Geology and Astronomy, and another to Paris to witness the experiments of royal savants in physic and chemistry, in order that they may fill with greater acceptability the respective professional chairs in the different colleges, and thereby facilitate the advancement of boys in linguistic culture and scientific acquisition, while girls are left to pick up in Science the crumbs which may chance to fall under the tables of their more fortunate brothers, forbidden, as a general thing, to learn even the alphabet in Greek, and only in some rare cases allowed to read beyond the fables in the Latin Reader, and three or four books of *Æneid*? Logic and Metaphysics are, of course, edge tools with which under no circumstances it will do play.

Two reasons are generally given for this limitation of study, the ingenuity of the one being only equalled by the profundity. The first is, that inasmuch as woman's sphere is "home, sweet home," the garden fence the sacred limit beyond which she shall not go, her divinely ordained mission to rock the cradle, water the plants and see that the canaries have their appropriate modicum of seed and drink; all this being assumed as proved, the ability to perform these duties would not be enhanced by a knowledge of logic, Greek tragedies, or the exact sciences.

The other reason is, that an education as broad and solid as a man may receive in College or University, is not adapted to woman's nature, would destroy her peculiar refinement and delicacy, and make her coarse and masculine, in short, transform her into a complete "blue stocking." The first objection is well-nigh exploded, and can appear valid only to those who completely underrate the influence, requisitions and responsibility of the work which is incumbent upon women.

In our humble opinion, that is a very short-sighted and superficial view which fails to see that the difficulties, magnitude and serious importance of the duties which by nature fall to the lot of women, demand for them an education not one whit less comprehensive, either in its disciplinary or practical bearings, than that which men receive up to the time when technical, professional study is entered upon.

To meet the other objection it is only necessary to refer to history and observation, patent to every one. In all the accounts ever written of Anna Cooke, Madame Roland, Madame Recamier, Mrs. Browning, or Margaret Fuller Ossoli, did any one ever hear, or notice, the slightest intimation that the mere fact of their being women was any bar to the facility of their acquisitions, or that their natural delicacy, amiability, and attractive womanly gentleness, were in the least diminished by the vigor and solidity of the studies they pursued, or by their varied and wonderful attainments in scholarship? Grant that Queen Elizabeth, with all her learning was one the most mascu-

line rulers that ever sat on the British throne. Pray what would she have been without her learning?

No amount of scholarship can make a woman coarse and masculine who is not so by nature. In the case of the so-called strong minded, who are repulsive by their lack of feminine graces, if their education could be inquired into, we suspect that in nine cases out of ten it would be found their scholarship is very limited in extent and very shallow in degree, and that all that is necessary to give attractiveness to character and manner, is an education more comprehensive and thorough. In either case, however, most sensible people prefer even the "strong minded" to the frivolous and shallow.

It has been stated that there is an incompatibility between the education received and the duties required—that it tends to foster false views of life. Who believes that a faithful copying of the latest Parisian style of adjusting a flounce, comparative neglect of all intellectual pursuits, and richness and extravagance in dress, are the grand and all absorbing duties of American girls and women in high life at the present time?

Here is implied a severe accusation. Is it unjust, or untrue? Try it. Let some Cabinet Minister or Congressman give a levee in Washington. If the papers are looked at next day for an account of it, and reference is made to the distinguished gentlemen present, we are told what they *said*—what questions were discussed—and not what they *wore*, unless it is barely mentioned that some noted General appeared in citizens dress. But if there were any distinguished ladies present, we are regaled with prolix and critical accounts of what they *wore*, the color of their dresses, average number of flounces per dress, number of yards of tulle lace used, cost of jewelry, and an extended inventory of fancy dry goods generally. We have nothing of the intelligence, wisdom and attractiveness of their conversation, but instead graphic descriptions of how they appeared, who made the biggest show, who wore the most costly and extensive apparel to the least number of square feet; as though it con-

cerned the fate of the Republic to know whether the wife of the Hon. Senator from ———, wore a stripped dress, or a plaid one ; and that the daughter of the Representative from ———, had a train nine feet and six inches longer than her fashionable neighbor from some other place.

What does all this prove ? Certainly not that men are by nature superior to women, morally and mentally. Not at all, but that the latter are falsely educated to believe that their success in upholding the dignity and advancing the honor of society and the State, and in winning the respect and regard of men, depend in great measure on the fidelity of their devotion to showy accomplishments, to the neglect of more solid attainments.

[TO BE CONTINUED.]

## SCHOOL OFFICERS' DEPARTMENT.

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### HOW SHOULD EXAMINATIONS OF TEACHERS BE CONDUCTED? \*

BY S. N. COCHRAN.

It will be difficult to set out any one mode, and mark and distinguish it in every particular, and say of it, that, This is the best method. For some variety in the methods will always be necessary to suit the peculiarities of each Examiner.

Some general plan, well digested and arranged, should be proposed and adopted by every Examiner for his own benefit and the dispatch of business. The work the Examiner undertakes to accomplish in an examination is no less than the gauging, measuring, and weighing the literary and scientific qualifications of the applicant for license. And not only these, but his natural endowments of mind, his moral character, and even his manners must find their place in the *status of the teacher*.

The first question assigned is, what is the best method of conducting such an operation? Now all we promised our worthy Superintendent, when we agreed to furnish a short paper on this subject, was merely to indicate a method which, perhaps, even by its weakness, should in the debate following elicit *the best* method, which is the subject of inquiry. But not to be further tedious we proceed.

And first as to the Examiner himself. He should endeavor to avoid everything that may embarrass the examined; and especially anything like an *arrogant or assuming air*. This latter greatly embarrasses all, especially the timid, and those who come before the Examiner for the first time; and demonstrates to every body that the Examiner is either a very weak brother, or very deficient in good manners, or is both. I have been credibly informed, that such Examiners have been found in States further East than Indiana. I hope Indiana has none such. Besides, no public officer can better afford to dispense with all assumption of superiority, than the School Examiner. His decision, which is to follow, is sufficient to command the outward respect and deference of the teacher. I do not wish to

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\*A paper read before the State Convention of Examiners, held at Indianapolis, July 14th and 15th.

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be understood that he is to lay aside his dignity and play the buffoon. Dignity and modesty are compatible.

The only general methods of conducting an examination are: 1st, by oral questions. 2d, by written questions; and 3d, a combination of these two; that is, partly oral and partly written. Each of the first two methods possesses some advantages peculiar to itself. And the third or combined method, some of the advantages, and some of the disadvantages of both the others.

The first method, that by oral interrogatories and answers, has the merit of brevity and dispatch; and serves a good purpose when the applicant for license knows either almost nothing at all, or a great deal. In such a case the examination is soon through with. But such cases are of comparatively rare occurrence; so much so that the Examiner is not warranted in expecting them.

In public examinations, the oral method has also the merit of entertaining those who may choose to be present as visitors; and the requirement of the law, that examinations shall be public, would seem to suppose the attendance of others than those examined; and also of enabling Trustees and others interested in the employment of teachers to judge for themselves.

But where the object of the examination is to grade the teacher, these considerations are far outweighed by the advantages resulting from a written examination. In this, the teacher has time for deliberation and reflection in studying the import of every word, and is under no excitement but what is proper for the occasion; consequently if he fails, he fails because he is ignorant. For similar reasons, the Examiner, in looking over his papers, can give the teacher credit not only for his correct answers, but even for his attempts at answers, accordingly as they may indicate his knowledge or ignorance of the subject.

When by the oral method one hundred questions on the same branch are put to a large class, each teacher *stands* or *falls* on *four* or *five* questions, sometimes on even a smaller number, hurriedly put and answered. Whereas, by the mode of written answers, not more than twenty questions need be asked, and every teacher required to answer all of them, thus securing three or four hundred per cent. more questions answered by each teacher. And as it is not the spectators who may attend an examination, but the Examiner himself, upon whom the law has devolved the duty of grading the teacher's license, it therefore becomes the Examiner's duty to use the means best calculated to inform himself, and lead him to a correct judgment; as at best, the examination can be but an approximation to the truth. I would then so far as possible conduct the examination by written exercises, Reading of course excepted. As to the time

spent in each, I would say, Arithmetic and Grammar will each require a full hour. The other branches may be compressed within a shorter time. Here is, however, often a great practical difficulty, the want of time. In the short days of November, teachers living from twelve to twenty miles distant, will come in at 11 o'clock A. M., and want to leave at 3 o'clock P. M. The examination ought to commence at 9 o'clock in the morning, not later than ten. The Examiner should, at some time previous to the day of examination, have selected twenty questions on each branch, rather simple than difficult, but so as to be distributed over the entire branch, as nearly as possible. Twenty, even of the simplest questions cannot be all answered without manifesting a very fair knowledge of the branch.

Let the Examiner have a separate slip of paper for each branch, containing the questions on that branch, under the appropriate heading, and the questions numbered on each slip. These slips he will have in his possession during the day, and will preserve them for reference when looking over the teachers' papers. Let him also be furnished with a good supply of *Foolscap*. Do not expect the teachers to furnish any paper.

The Examiner should also be prepared beforehand with a slip of paper, ruled with as many vertical columns as there are branches, and properly headed, leaving sufficient space at the left hand margin for the insertion of the teachers' names. With this in hand, let him first pass around and obtain the names of the applicants. He should have a good black board, two if he can, in such position as to be in fair view of the class. Let the Examiner now pass to each teacher a slip of paper on which to write his spelling exercises, with the request that he shall first write on it his name as he would have it in his license; also his post office address. He may now admonish them not to forget to write their names on every paper coming into their hands during the day. Let him now pronounce distinctly, and a second time if necessary, (and it generally will be necessary for the benefit of some one,) the words he has selected for the exercise in spelling, giving sufficient time for writing the same. Let the Examiner now pass around and take up these papers. Invariably take up every paper at the close of every exercise. No communication between teachers must be permitted; and they must sit at such distances apart as to render it impossible to read each others papers. The most important branches should be taken first, so that if time fails, the less important may be passed over more hurriedly. An additional reason for beginning with orthography and reading, is, that some teachers will likely come in, after the examination has made some progress; and such can more readily be attended to in these branches, at the close of the examination.



Let Arithmetic or Grammar be next introduced. Let the Examiner, after furnishing each teacher with paper, copy the questions from his own slip of paper on the black board, numbering them as he proceeds, and reading each aloud distinctly after he has written it. Require the teachers to write the answers only, with their proper numbers.

When sufficient time has been given the class, the Examiner should take up the papers. Some will perhaps want to retain their papers for further work or correcting; this must not be permitted. No solution of problems or parsing can be permitted at any recess.

The Examiner should, for his own convenience, keep the papers in each branch as he takes them up, separate from the papers of the other branches. A part or all of the arithmetical exercises may consist of problems if preferred. If of problems only, their number may be reduced to ten. The grammar lessons, instead of questions, may consist of two or three short sentences to be parsed. Let them write the grammatical properties and relations of each word, without giving a reason or stating a rule. If the Examiner finds himself not well understood by some in the class, which will be very likely to occur, let him tell such to parse according to any system they have learned. Let the other branches be treated in the same manner. But if the want of time require it, the number of questions may be reduced to ten. If, for the dispatch of business, or for the sake of variety, it is deemed proper to have an oral examination in some of these branches, let the teacher arise and stand whilst being examined, as he will answer with promptness. No teacher will stand long without making some answer. When in a sitting posture he will often hesitate and consume time. During such examination, and also the examination in reading, the Examiner must have before him the slip of paper containing the teachers' names and the vertical columns on his check roll, in order that he may attend to the grading at once. It will be necessary, when the class exceeds three or four in number, for the Examiner to make out the licenses at some subsequent time, and send them to the teacher.

When the grade is made up, the Examiner would do well to keep the written exercises of each teacher separate, and preserve them for future reference, at least for a time, as it sometimes happens that teachers, whose scholarship is not of the highest order, are dissatisfied with their grade. In such cases an appeal may be had to the papers.

The best plan for conducting the written exercises, would be to have the questions printed, and all furnished to the teachers at the beginning of the examination. In such case, those most proficient can answer the questions, hand in their papers, and be excused from

further attendance. The objections are, that as the questions must be constantly varied, (or the teachers would pick our eyes out,) and a new printed list furnished on each occasion, the labor of preparation on the part of the Examiner and the expense will be much greater. But Examiners who will meet these, will have a much lighter task on day of examination. I have sketched the method of using the black board, because it is the best substitute for printed sheets, and a good practical method of enabling the teacher to render his answers with due deliberation.

And now to the second question, How should licenses be graded? The ratio of the correct answers to the whole number of questions asked, which is expressed by the method of per cent., is *the grade* in any one branch. And the general average of all the branches will be the grade of the license, unless modified by some other matters proper to be taken into the account. When a teacher attends no teachers' associations or institutes, and reads no educational works, at least five per cent. for each of these may safely be deducted. This will, in most cases, have the effect to reduce the license six months, or cause his rejection. And as a general rule this will be found to be right. Indeed, such teachers in these times are at a greater rate of discount. Our law would be in some respects better, if it permitted the Examiner to issue licenses for any number of months not less than six nor more than twenty-four, as the grade by per cent. might indicate. Especially does this seem proper, since by our present law, the teacher is not held to the number of months strictly; as many teachers holding a license for a year teach two years, and some holding a license for two years teach three. The Examiner should be left free as he now is to fix the limits. The establishing of a minimum per cent., which shall secure the lowest grade of license, is wisely left by the law to the Examiner of each county, and must be governed by the progress of education and the supply of good teachers.

I have serious doubts whether the teacher whose general average falls below seventy should be licensed at all; though I have licensed a number under that. The grade proper for some of our counties would probably be from 60 to 100, 60 being the minimum—60 to 70, six months; 70 to 80, twelve months; 80 to 90, eighteen months; and 90 to 100, twenty-four months. When 70 is the minimum, 70, 77½, 85, 92½, and 100, would express the divisions and limits.

Examiners should endeavor to raise the minimum every year, and when a teacher falls below it, reject him. This will encourage good teachers to continue in the business. When teachers are plenty, every teacher of a low grade that is employed excludes a better one, and tends to produce a stationary condition or a retrograde movement in the cause of education. I think the general average should be

made on the first six branches, and that should be made to *stand high*. History and Physiology should be required, as provided by law, but they should be regarded as other necessary branches of learning, as Algebra, Geometry, the Higher Mathematics, Natural Philosophy, Astronomy, &c., as indicating a broader scholarship. And the more of these academic branches the teacher adds to those required by law, the more worthy is he of the *name of teacher*.

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**QUESTION.**—Has an Examiner the right to tax teachers for attendance at an Institute, and then use that money to pay himself?  
**TEACHER.**

**Ans.**—A second time we say no, to this question. The law is explicit on this point. The Examiner receives his per diem for this work in his allowance from the commissioners, as prescribed in section 43 of the law. Hence, again we say, that any Examiner who so taxes the teachers and so appropriates the money to himself is violating the law. For further information, see August number of JOURNAL, pages 330-1.

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**QUESTION.**—In case of the removal of a school house, who decides the question of such removal?

2. If wrongly removed, has the district any remedy?

**EXAMINER.**

**Ans.**—1. The right of decision lies with the Trustee. 2. The right of appeal lies with the district. The appeal is made to the Examiner, whose decision is final. Hence, as a precaution, it would be well in all controverted cases on this subject for the Trustee to have a conference with the Examiner before proceeding to action.

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**THE BILL OF AMENDMENTS TO THE SCHOOL LAW**, prepared for submission to the next Legislature, contains most of the provisions of the bill of 1867, with some additions.

## EDITORIAL—MISCELLANY.

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### BUSINESS NOTICE.

Having changed our residence to Bloomington, Indiana, we hereby request all our exchanges to change their address accordingly. We further request that all articles for the JOURNAL, also all communications, and all else relating to the editorial management of the same, be sent to this place. All advertisements, subscriptions, requests for change of address, and all else relating to the publisher's business, must be sent, as heretofore, to Downoy, Brouse, Butler & Co., Indianapolis. If subscribers, correspondents, contributors, and advertisers will carefully conform to the above, they will prevent delays, and sometimes annoyances.

We would further request the continuance of all educational news as heretofore. Let none of our friends toward the north pole, i. e., in the north of the State, be deterred from writing because we have gone toward the tropics. A three cent stamp will carry your communication to this lateral location, as it did before to the more central. Of our friends in the southern part of the State, we shall, because of proximity, hope for larger contributions than formerly. In a word, we see no reason in the change of location for the diminution of a single item of educational news; and we trust no such diminution will occur.

Hoping that no inconvenience will accrue to any, we cordially solicit a liberal correspondence from our readers, and all other friends of education in the State.

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### OFFICIAL.

Having accepted the professorship of "English Literature, and the Theory and Practice of Teaching" in the State University, at Bloomington, I have tendered my resignation of the office of Public Instruction, which resignation will take effect on the seventeenth day of October, 1868. In thus severing my official connection with the teachers, school officers, and other friends of education, I feel justified in making a few remarks concerning self, and the office.

I entered upon office deeply impressed with the importance and magnitude of the work, and three years and a half have not changed my views. I entered also with some plans. These plans, among others, were : 1. An extended revision of the School Law, including (a) an increase of taxes for tuition, (b) provisions for Teachers' Institutes, and (c) provisions for State Teachers' Certificates. 2. The passage of an act establishing a State Normal School. 3. An improvement in condition of School Funds.

These were the leading objects in my plans ; and though undertaken with fear and trembling, it affords me great pleasure to report some progress. Though I formally and legally entered the office on the 15th day of March, 1865, I, immediately on my election, in Oct., 1864, commenced the revision of the School Law, and thus used every hour that I could command in this revision, and in the securing of its enactment into a law, until the day of its passage, March 6, 1865. In this revision I was cordially and ably assisted by the outgoing Superintendent, Hon. Samuel L. Rugg, and in securing the passage of the bill, I was earnestly and ably assisted by many of the leading educators of the State ; some working in person as "lobby members," and others writing the Senators or Representatives of their counties, and still others advocating the bill through the newspapers. But to Hon. B. E. Rhoads, the Representative from Vermillion county, more than to any one man, belongs the honor of the enactment of this revised law.

On the 6th day of March, as above intimated, this bill became a law. It was a grand stride onward. It contained all the features named above, with many others. It raised the general State levy of taxes for tuition from 10 cents on the \$100, to 16 cents, thus increasing the tuition revenue of the State over \$300,000 per annum. Provision was made requiring the annual holding of a Teachers' Institute in each county, with small appropriations for support of same. Provisions were also made for the issuing of State Teachers' Certificates.

At the same session I prepared a Normal School bill, which passed the House, but for want of time failed in the Senate. At the special session of the same year, (1865,) this bill, after one or two slight amendments, became a law. (As a consequence of this bill and subsequent legislation, we have a Normal School building well under way, nearly ready for the roof.)

Finding the accounts of the funds held by the counties, in many cases, both irregular and defective, I, aided by Granville C. Moore, the able clerk of the office, prepared a bill requiring the County Auditors to examine all papers, books and records, relating to the School Funds held in their respective counties ; reporting the result

of their examinations to the County Commissioners for approval, and afterward, to the Superintendent of Public Instruction. It was further provided, that when any such report should be approved by the Commissioners and by the Superintendent, such report should be made of permanent record in the office of both the Auditor and Superintendent, and be held as conclusive and final as to all matters therein set forth.

This bill became a law, December 21st, 1865, and the work began at once, and continued with immense labor on the part of the office of Public Instruction, until the 10th day of September, 1868, when the adjustment was made with the last one of the ninety-two counties.

This work resulted, first, in a net increase to the School Fund of \$24,500, and second and much more important, in a complete and reliable record of all the funds held in trust by the counties. This record is found in every County Auditor's office in the State, and every Auditor's record is duplicated in the office of Public Instruction. By means of these records and proper official care, the accounts of over three millions (\$3,000,000,) of dollars, though held and used in ninety-two counties, can be kept with almost the accuracy of a bank account. The value of this to the school interests need not be affirmed here.

In the session of 1867, after a full and elaborate presentation of the matter, in my official visits in a large number of the counties, a bill providing taxation for tuition, in township, town, and city, was passed. This act is proving to be one of the golden links in the long chain of school acts.

I hasten to a conclusion, omitting a notice of the large work of selecting and forwarding libraries to nearly one thousand townships; or the published comments and opinions on the School Law; or the recent preparation of a bill of amendments to be presented to the Legislature in 1869; or the official visits made to the various counties. Of this last item, I may say I visited as the law prescribes, every county in the State once, and forty-six twice, and some twenty, three times, and a smaller number four times. Had I filled out my second term of office, I should have been able to visit every county twice, i. e., once each term, as the law requires.

Without prolonging these, I fear, too personal remarks, I close. My work in the office of Public Instruction is done, or will have been done on the 17th day of October. My acts in this department go to the solemn records of the past. My one deep and abiding regret is, that I could not have done more, many fold more. The Common School System of our State needs this many fold work, even up to ten, if any could be found with brain and body powers to give it. I sincerely hope that my successor may be able to do much more than

I have done. I cannot speak of my successor's ability, not knowing who he may be. My earnest desire is, that be he who he may, he may be the "right man in the right place," accomplishing much more than any who have preceded him.

I cannot close these remarks, without acknowledging in this public manner, the valuable services of the faithful and able clerk of this office, Granville C. Moore. In the work of securing the Fund records named above, his work has been immense and invaluable. Having a ready and accurate knowledge of Statute Law, his aid in preparing opinions on the School Law has been of great value. Possessing a most tenacious memory, he was never at a loss to find the proper paper, document, or section of law, when needed. Briefly but prudently, his work has been faithfully and ably done.

In conclusion, fellow teachers and school officers, it affords me great satisfaction to say, that with two or three minor exceptions, my intercourse with you has been not only pleasant, but often pleasant in a degree amounting to enjoyment. I need not say that I regret to sever these pleasant relations; relations in many cases never to be renewed. I trust that my intercourse with you, though often roughened by official care and duty, has not failed in all cases to be agreeable to you; but most, I hope it has not failed to be profitable.

I hope that in our changed and changing spheres we may all continue to labor, each inspired and sustained by a high sense of duty. For give me the man who sets duty first, and I'll trust the balance to God and posterity.

GEO. W. HOSS,

*Sup't Public Instruction.*

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## METHODS, EXPERIENCES, PRACTICES.

### BLACK-BOARD EXERCISES IN SPELLING.

I have found the following an interesting and profitable exercise in spelling:

*First.* Let all the class take their places at the black-board, each writing his or her name at the top of the board.

*Second.* As the teacher pronounces the words, the pupil writes the same in a neat hand, placing a period after each word.

*Third.* When the writing has been finished, let the entire class move one space to the left or right, as may be most convenient. The extreme member in direction of motion, passes to the other end of the class. Each member now stands in front of his neighbor's work.

*Fourth.* The teacher now spells all the words correctly, each pupil

marking the errors, and at the close placing a figure at the lower margin of the board showing the number of these errors, as, 1, 3, 5, 7, &c. Thus, when the pupils take their seat, it is seen at a glance who has made errors and how many.

For the purpose of correcting these errors, the teacher may employ the same methods that he employs in other methods of spelling, as respelling, rewriting, copying into a "book of errors," &c. I have no special methods of correction peculiar to this exercise, therefore make no suggestions.

This method of spelling, used at intervals, has proved interesting and valuable in my hands, and I believe it will do the same in the hands of others. At all events, I submit it for trial, hoping that some one who reads this will give his method in turn. G.

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## CHRONICLES OF KNOX COUNTY INSTITUTE.

### CHAPTER IV.

1. And it came to pass in the reign of Conrad, the governor of all Hoosier, in the eighth month and the seventeenth day of the month, that there was a mighty outpouring of the scribes and teachers in all the region of Knox Co. and thereabouts.

2. At the tenth hour of the morning, the crowd had gathered together in the great temple of Vincennes, known to sundry and divers people, as the City School House; and immediately a loud commotion was caused by the men and women exchanging salutation and greetings; for many days had passed since they assembled themselves together.

3. After the commotion had ceased, there came into the midst of the multitude a wise man, among the tribe of teachers, and his name was Jones, who raised his voice and spake, saying:

4. "Brethren, we are gathered together to consider the manner in which knowledge shall be given to our children; and it seemeth good that we invoke the blessing of God, before we take council together." Then this man prayed, even as Christ taught us to pray.

5. It was now meet that some one should preside over the doings of the scribes and teachers, and the multitude said one to another, let us choose one Ruble, him of low stature and goodly manners; and they choose him to preside over their work.

6. And it seemed well with the scribes to have Rachel, the gentle maid, write the wise sayings of the assembled multitude; and Rachel, with meek look and gentle eye, said, I will write. Then she numbered the scribes and teachers from one to ninety-eight.



7. Among the men of wisdom, there was one Daniel, the bookman. He had come from afar and found delight in tracing maps on the walls, and spake of their use in deciphering the metes and boundaries of all Hoosier, and the other provinces of this land. He told how he had taught the children Reading, and the art of Calculation; and counseled moderation in all things, save the gathering in of the filthy lucre.

8. After he had ceased speaking, a woman of the province of Illinois, whose name was Lamon, said many good things. Her words were words of goodness, and her tongue like an honey comb; so much so, that all listened to her and marveled that the woman spoke like the wise judges. They said, how comes it that this woman speaketh so well, while other women are dumb? And none could reply.

9. And from the same province of Illinois, came one of the wise men of Centralia—even James the teacher, who lifted up his voice and said: "my people bid me give you kindly greeting;" and the man spoke well. He told the multitude that it was well that all should speak and write by the rules of Grammar; and calculate by the art of Arithmetic. Those who harkened unto his words grew wise, even like this man James, and they all said, if he be small in stature he is large in brain.

10. Now Rachel, the female scribe, called out to those men of words, to know of what tribe they were; Danial answered, I am of the Quaker tribe near Richmond, where the tent of my father, Hough, is open to thee and thy kindred. But James, whose sire was Patrick, remained silent, for he had said, "I am of the tribe of Illinois."

11. About the hour of the last watch in the evening of the fifth day there arose in the assembly a man of the law who spoke wisely, saying: "It is right and proper that you should give aid to the INDIANA SCHOOL JOURNAL;" and twenty or more said yea, we will, and gave the man of the law much money. This thing gladdened William, the Examiner's young heart, for he saw that the teachers would read and the night of darkness no longer hung over the multitude.

12. Before the multitude departed they besought Anson, whose sir name is Jones, to be their leader in '69, and he said, I will. So they choose him. Having done this thing, every one departed for his tent.

Thus ends the fourth chapter of the Chronicles of Knox county, in Institute assembled, for the year 1868. M. B.

## INSTITUTES.

The Institute work of this fall up to this time has been highly successful. The attendance has been larger by a heavy per cent than ever before. The work done has, in the main, as a just consequence of experience, been an improvement on former years.

We have before us a large number of reports evidencing the above statements. Many of these reports were sent for insertion in the JOURNAL, but their number and length render such impracticable, hence we must beg the permit of inserting a mere synopsis. We hope the friends will be satisfied with this arrangement. From reports and letters we collate the following:

Wayne County Institute was held at Dublin; number enrolled 196, average attendance 140. An earnest spirit prevailed among the teachers. Instructors—M. R. Barnard, G. P. Brown, J. H. Brown, Lydia J. Burson.

The Marion County Institute was held at Indianapolis; enrolled about 155 members. The attention and interest were unusually good.

The Clarke County Institute, held at Charlestown, enrolled 110 members. An interesting paper was sustained during the session. Messrs. J. M. Olcott, Examiner Lee, and others were the instructors. A good subscription list was sent to the JOURNAL.

The Hamilton County Institute, held at Westfield, enrolled 134 members, 128 of whom belonged to Hamilton county. Resolutions were adopted favoring legislative provisions for the education of colored children, the introduction of the Object Lesson system, the circulation of the SCHOOL JOURNAL, and opposing "School Exhibitions," as now conducted.

The Switzerland County Institute, held in Vevay, enrolled 103 members. The county has but 71 school districts. (Well done.) The Institute resolved in favor of "county uniformity" in textbooks, in favor of Institutes, and against Tobacco, "condemning and abjuring its use." So do we. Instructors were, Examiner Brewington, Revs. Curtis and Moro, Dr. Thompson, and Miss Mary Rous.

The Spencer County Institute, held at Grandview, enrolled about 60 members. Prof. O. H. Smith, Superintendent. Says the Secretary, The cause is gaining in Spencer. The day of "log school houses" has nearly past.

The Sullivan County Institute enrolled 58 names. The Secretary says, "The prospect is fair for a great change in educational matters in this county."

The Pike County Institute, held at Petersburg, enrolled 50 names.

The Hendricks County Institute, held in Danville, enrolled 85 names. A working spirit, with a good state of feeling, prevailed. Hamilton S. McRea, Examiner Johnson and others were the instructors. A large subscription list was raised for the JOURNAL.

The Warrick County Institute, held at Booneville, enrolled 51 members; average attendance, 43. Four Lectures. D. E. Hunter. Superintendent.

The Vermillion County Institute enrolled 65 members. The interest was unusually good. Rev. B. Wilson Smith, Superintendent. Mr. Smith, it will be remembered, was formerly a teacher, and he still manifests his love for the calling by occasionally coming *over the border* into the profession.

The Perry County Institute, held at Cannelton, enrolled about 40 names. Two public lectures were delivered. D. E. Hunter, Superintendent.

The Jackson County Institute, held at Seymour, enrolled 50 names. Instructors—T. Olcott, D. Moore, and Prof. Parker, of Cincinnati.

The St. Joseph County Institute, held at South Bend, enrolled 90 members. The instructors were, Cyrus Smith, B. Wilcox, J. J. Hopkins, and J. G. Laird.

The Boone County Institute, held at Lebanon, enrolled 45 names. Instructors—Prof. E. H. Staley, Prof. Bowles, and C. Smith.

The Cass County Institute, held at Logansport, enrolled 60 names. Instructors—Sheridan Cox, Cyrus Smith, and Miss Nebraska Cropsey.

The Jay County Institute opens October 5th, Jesse H. Brown, Superintendent, and the Madison county Oct. 5th.

No reports have been forwarded from the State Institutes, save from Muncie, which will be found below.

The above is a synopsis of the Institute facts on our table at date, September 12th.

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## STATE INSTITUTE.

MUNCIE, August 22, 1868.

The Muncie State Normal Institute convened in the rooms of the Muncie Central Academy, on Monday, August 10, 1868.

OFFICERS—Geo. P. Brown, Superintendent; J. C. Murray, Secretary; Stanton Hussey and Seth Hastings, Assistant Secretaries; Thomas J. Brady, Treasurer.

INSTRUCTORS—M. R. Barnard, Eli F. Brown, Nebraska Cropsey, Daniel Hough, George B. Loomis. J. A. Peasley, Mary Howe Smith, Joseph Tingley, Samuel G. Williams.

COMMITTEES.

*On Enrollment*—Rose Ross, Frone A. Case, and Louise Nelson.  
*On Resolutions*—Daniel Newby, A. R. Murray, Alice D. McCormick, and Miriam Greist.

*On Miscellaneous Business*—R. S. Gregory, J. M. Coyner, Hannah Collins, Libbie Jarrett. and Mattie Jeffers.

*On Entertainment*—Anna Haines, Mary Marsh, Samantha Patterson, ——— Spilker, Kate Wilson, Jennie Neely, Lizzie Willard, and Manie Winton.

*On Closing Exercises*—R. S. Gregory, M. L. Shipley, Hannah Collins, and Mary L. Brown.

*Editresses of the Paper to be read Friday, Aug. 14*—Alice D. McCormick, Emma A. Meade, and Mary L. Brown.

*Editresses of the Paper to be read Friday afternoon, Aug. 21*—Hannah Collins, Mary Jarrett, and Mary McRae.

This Institute, which was the fourth of the series of Institutes held in the State, was a complete success.

Ample arrangements were made for the entertainment of those who might attend.

The Board of Commissioners of Delaware county voted for paying the expenses of the Institute two hundred dollars, besides a sufficient amount to defray all local expenses.

The citizens were very generous, entertaining the Instructors, and a number of others free of charge; and in no instance were the usual rates charged for boarding.

Members of the Institute were escorted to and from all trains free of charge.

The Instructors were among the best that could be procured in the country, and their instructions were of a practical character, being taken from actual experience in the school room.

Some features introduced were new to many; such as gymnastics, taught by Eli F. Brown in such a way as to make it practicable in the school, and music taught by George B. Loomis, making it easy to teach, whether the teacher be a singer or not.

The exercises were all attended with marked interest upon the part of all; citizens, as well as teachers, evinced a degree of interest which was without precedent.

Counties were represented as follows:

Boone .....	1	Marion.....	10
Brown .....	1	Morgan .....	1
Cass.....	1	Monroe .....	1
Clay .....	1	Putnam .....	1
Delaware .....	92	Randolph .....	7
Grant .....	8	Tippecanoe .....	1
Hamilton .....	2	Wayne .....	12

Hendricks.....	2	OTHER STATES:	
Henry .....	11	Illinois.....	2
Jay .....	3	New York.....	3
Jefferson .....	2	Ohio .....	2
Total.....			164

Socials were held at the residences of William Brotherton, Carlton E. Shipley, Henry Wysor, I. Sample, J. W. Burson, and Arthur F. Patterson.

Public lectures were given by S. G. Williams, John R. Phillips, Barnabas C. Hobbs, George W. Hoss, and J. Tingley.

The Institute closed with a splendid entertainment, given in the City Hall before a large and appreciative audience. The exercises consisted of music, (vocal and instrumental,) gymnastics, by three different classes, toasts and responses, and various other exercises. At the close of the entertainment, resolutions were adopted recognizing the elevated professional feeling that is being manifested among teachers, defining the duties of the true teacher, and recommending the INDIANA SCHOOL JOURNAL as particularly valuable to Indiana teachers. Thanks were extended to Col. Brady, School Examiner of Delaware county, and H. S. McRae, Superintendent of Muncie schools, the Board of Commissioners of Delaware county, the officers and instructors, the Muncie School Board, the Trustees of Universalist Church, the *Delaware County Times*, and *Guardian of Liberty*, the choir, the Muncie silver band, Mr. and Mrs. Eli F. Brown, the hotels and boarding houses, the citizens of Muncie, the proprietors of Walling Hall, and the following Railroad Companies: Bellefontaine & Indianapolis, Cincinnati, Chicago & Indiana, Central, Indianapolis & Peru, Indianapolis & Jeffersonville, Indianapolis & Madison, Cincinnati & Indianapolis Junction, Union & Logansport, and Chicago & Great Eastern.

From the success of this Institute we must expect an entire revolution in the work of teaching in this part of the State. Instead of school *keeping*, as we have too often had, we may expect genuine school *teaching* of the highest type. Teachers seem to be fully awake, as regards their duties, and intend to *move on* and keep up with the times. May the time speedily come when our Institutes shall all be fully attended, and the people recognize no person as a teacher who does not attend some Institute.

J. C. MURRAY, *Secretary*.

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METEOROLOGICAL.—The meteorological report for August is omitted because of the absence of Professor Dodd from the State.

## CIRCULAR.

The following circular has recently been published. Let all whom it may concern give it due consideration. It proposes a worthy tribute to the worthy dead :

**"A MONUMENT TO THE MEMORY OF PROFESSOR AND MRS. LARRABEE.**

At the last annual meeting of the Alumni of Asbury University, it was unanimously resolved that an effort should be made to raise funds for the purpose of erecting a monument to the memory of Professor W. C. Larrabee and Harriet Larrabee, his wife. To this end the Committee named below was appointed.

The Committee, in furtherance of the end above named, would hereby respectfully invite contributions from the former students and friends of these once eminent and popular educators. While the deeds of the worthy dead should be embalmed in the heart, it is fitting that they should also be commemorated in marble.

No eulogy of the the deceased is offered here. None is needed. Their deeds are with us and you. Students do not need to be reminded of the words and works of their teachers.

While the Committee would not assume to dictate concerning amounts, it is believed that no single contribution need exceed \$20. On the other hand, the smallest sum will be accepted.

Contributions should be forwarded to George W. Hoss, Bloomington, Indiana, on or before the first of January, 1869.

Papers friendly to the above, please copy or notice.

Respectfully,

GEORGE W. HOSS, E. R. WILSON, JOHN HANNA, JAMES MCINTOSH,	}	<i>Committee."</i>
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**PERSONAL.**—D. E. Hunter takes the Superintendency of the Peru schools, at a salary of \$1400. We shall expect to hear a good account of these schools under Mr. Hunter's administration.

Thomas Olcott takes the Superintendency of the schools of North Vernon.

L. D. Waterman takes the Superintendency of the schools of Greencastle.

C. F. Kimball, of the Laporte High School, connects himself with the Elgin Schools, in Illinois.

We regret to lose so good a teacher, and so earnest a worker from our State. We heartily commend him to the profession in our sister State.

**INDIANAPOLIS.**—Indianapolis has completed another superb school house, furnishing accommodations for about 800 pupils. This house is three stories high, and was put up at a cost of about \$36,000. This is the third house Indianapolis has completed since February, 1867. *Well done!*

**BIOGRAPHICAL.**—Next number of the JOURNAL will contain a biographical sketch of that veteran educator, Prof. S. K. Hoshour, Ex-Superintendent of Public Instruction, and Ex-President of the N. W. C. University. His numerous friends and pupils will be glad to read this sketch.

**SOCIAL SCIENCE ASSOCIATION.**—A call has been issued for a meeting at Chicago, Nov. 10, 1868, for the purpose of organizing a Social Science Association. This is a most worthy object, and should be encouraged. There is a science of both social and individual life, containing a profundity and a subtlety which, as yet, have not been dreamed of by the mass of mankind. These sciences are beginning to attract attention.

**A NOBLE ANSWER.**—When the immortal Sidney was told that he might save his life by telling a falsehood—by denying his handwriting, he answered: "When God hath brought me into a dilemma, in which I must assert a lie or lose my life, he gives me a clear indication of my duty, which is to prefer death to falsehood."

**LEARNED FOLLY.**—The first degree in the folly of learning is to think yourself learned; the next is to tell your neighbors so; and the third and highest is, to despise the learning of others. Think not more highly of yourself than you ought to think, but think *soberly*.

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## BOOK TABLE.

**THE ELEMENTS OF PHYSIOLOGY AND HYGIENE;** a text book for Educational Institutions, by Thomas H. Huxley, LL.D., and Wm. Jay Youmans, M. D., with numerous Illustrations. New York: D. Appleton & Co., 12mo. pp. 420.

This work is at once scholarly and simple. It has scholarship enough in it for the learned, and simplicity, i. e. plainness, enough in it for the unlearned. It is as nearly free from technical terms as a book on this subject can conveniently be made.

The department of Hygiene\* is eminently practical, hence eminently valuable. Nearly one-third of the book is devoted to this subject. This is well. Good normal health is so rare, and derangement, if not positive disease, so common, that hygiene can scarcely occupy too much space or attention. It were well if it could find a place in some of our popular literature, in our newspapers, public lectures and even occasionally in sermons. People must be well, before they can *think* well, or *act* well.

We welcome this book as one among the agencies productive of the above ends, and as one among the best of its kind among recent publications.

**A TREATISE ON METEOROLOGY**, with a collection of Meteorological Tables, by Elias Loomis, LL.D., Professor of Natural Philosophy and Astronomy in Yale College. New York: Harper & Bros., pp. 305.

This is a book of marked interest. This interest lies in both the subject and the treatment. It hardly needs affirmation here, that meteorology is a subject of rare interest. All realize this fact who have thought for a moment about the causes of rain, snow, dew, frost, winds, water spouts, the rain-bow, or the aurora borealis.

The interest in treatment lies in various elements, but perhaps chiefly in classification and clearness. The author classifies like a mathematician. This classification becomes an element in clearness, to which may be added conciseness, and explicitness of language.

The mechanical features of the book are superior: the paper, white and firm, the type, large and clear, and the spacings for subdivisions, wide and distinct.

We do not hesitate to commend this book to any wishing an interesting and instructive work on meteorology.

**EATON'S ELEMENTARY ALGEBRA.** By W. F. Bradbury, Teacher in the Cambridge High School. Boston: Taggard & Thompson.

In this work particular attention is given to those points, usually most difficult to beginners; and in the statement and illustration of these, the work is equal to any within our acquaintance.

The author asks particular attention to his method of arranging equations for elimination; and to his second method of completing the square in affected quadratics, and we think these will fully repay the attention the author solicits for them.

The definitions are occasionally defective. That of the "solution of a problem," seems to indicate that to extract the cube root, or find the greatest common divisor is not a problem, while that of a

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\*The last chapter in this department is devoted to Mental Hygiene. This, though usually assigned to the department of Psychology, seems eminently in place here. Without question it will be valuable.



radical appears to imply that the indicated square root of a perfect square is not a rational quantity. Notwithstanding these, and a few similar defects, we are inclined to regard this text-book equal to the average of its competitors for public favor.

**SILBER'S LATIN COURSE.** A. S. Barnes & Co., pp. 226.

This little volume is intended to be, as far as possible, complete in itself. It combines with an epitome of Latin Grammar a judicious selection of reading exercises, and a full vocabulary, with copious parallel references to the grammars of Harkness, Andrews, & Stoddard, and Bullion. The editor has aimed to furnish a complete and convenient introductory book to the Latin language, embracing a sufficient amount of reading matter to prepare the student for the study of Cæsar "or some other equally easy author." We have seen no work of the kind that seems to us more successful in presenting to the beginner, the proper mean between too much and too little; and we think its use in the class-room can scarcely fail to secure for it a favorable opinion.

**BINGHAM'S CÆSAR,** with Maps and Notes. E. H. Butler & Co., pp. 348.

This volume adds another to the numerous editions of Cæsar's Commentaries, already competing for the public favor. In neatness of execution, in general convenience of arrangement, and in the judicious amount of assistance furnished the learner, we think the work will not suffer in comparison with other editions of the same text-book. At the same time the limiting of the grammatical references to the editor's Latin grammar will hardly be favorable to the general introduction of the work.

**ORIGIN AND HISTORY OF THE BOOKS OF THE BIBLE,** both in the Canonical and the Apocryphal, designed to show what is not, what it is, and how to use it; by Prof. C. E. Stowe, D. D. Zeigler, McCurdy & Co, Philadelphia, Cincinnati, and St. Louis.

We do not know that we can give any better idea of this valuable work than is derived from its comprehensive title page. The author has evidently given a great deal of labor to the preparation of his work. Beside tracing the Canonical books of the New Testament back to the days of the apostles, clearly proving their origin to have been with them, it also gives the reader a large part of the Apocryphal writings, many of the Apocryphal epistles appearing in full. We would recommend the work as a valuable help to the Bible student.

**PHONIC MANUAL,** designed to accompany a set of Phonic Charts for Schools, by S. L. Morrow, pp. 44.

This work gives the sounds of all the letters, also directions for

making these sounds. These directions are concise, clear and practicable. This is the valuable feature of the work. There are also several drill exercises.

The analysis of sound is not exhaustive. For instance, only five sounds are assigned to *a*. There remain at least two more. These are heard in the words *pass* and *any*. True, the author represents the latter sound by slender *e*, but the former is not, so far as we can discover, represented in the book.

In several cases, the vowel sound is represented by a diphthong. This is objectionable, lacking the simplicity of a single vowel.

Notwithstanding the slight defects named, this work will prove valuable, especially to the young teacher not drilled in phonics.

FIRST STEP IN MUSIC, is the title of a small work of thirty-eight pages, prepared by George B. Loomis, of the Public Schools in Indianapolis.

If Mr. L. shows the same ability in making music books as in teaching music, his book ought to be a success.

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Vol. XIII.      GEORGE W. HOSS, Editor.      No. 11

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## A BIOGRAPHICAL SKETCH OF PROFESSOR S. K. HOSHOUR, A. M.

BY ONE WHO KNOWS HIM.

The subject of this sketch was born on the 9th of December, in 1803, not in *Germany*, as many of his western friends think, but in Heidelberg Township, York Co., Pa. The German phase of his native region is indicated by the name of the township, (Heidelberg,) as also by the name, *Manheim*, the designation of an adjacent one. And the *goodness* of the region looms up from the name of another adjoining township, "*Paradise*;" and its stability in the manners of the fathers, is perceptible in its proximity to "Codorus" township, in which the ancestral Democracy has come down so unvaried and unimpaired, that out of five hundred votes to be cast, the Republican candidate, Governor Curtin, received only sixteen!

His extraction is mixed, partly German and partly French. His trans-Atlantic ancestors resided in Alsace, near Strasburg, where the Germans and French live promiscuously. It is not precisely known when his great grand-father emigrated to America. He was, however, one of the earlier settlers of Pennsylvania. He located in the county of Lancaster, Pa., and had prior to the Revolutionary war, acquired a large amount of real estate,

but misguided by the apparent value of the Continental currency, he disposed of it, with the intention of locating in a more western section of the State. The sudden depreciation of the currency before he made new purchases, impoverished him.

His oldest son, John, grand-father of the subject of this sketch, then married and in business, generously aided his father with means to emigrate to "New Virginia," where he again acquired property—a respectable competency, and died at an advanced age.

The grand-father of Samuel K. died in his 35th year, in York county, Pa., leaving one son, the father of our subject, who inherited the paternal home and learned the occupation of his father—that of tanning. He also died in the 35th year of his age, leaving six children, of which Samuel was the oldest, then 14 years of age.

Deprived thus early of an affectionate parent, he was placed under the supervision of others. His guardian was wont to hire him out to farmers during the summer, and send him to school in the winter, consequently his early education was very imperfect. In his youth, up to his 17th year, he had no desire for mental culture. His father's library, consisting of a few antiquated German volumes, written in a style of almost utter imperspicuity, could not interest him. As for English books, there were none in the neighborhood, with the occasional exception of a Dillworth's Spelling Book, or New Testament.

Away from parental supervision, and unrestrained by those in whose employ he was more or less for three years, the orphan youth spent his leisure time in such diversions as usually mark rural lads away from available school facilities—by no means conducive to the development of an intelligent manhood. His progress at school, usually taught three months in the year, by a Swiss teacher, who during the other nine months perambulated the country in the useful vocation of sharpening scissors, repairing culinary utensils, and filling up baptismal certificates in German text, was rather slow. The art of reading German was readily acquired; penmanship was successfully

prosecuted; but arithmetic, the highest branch in the *curriculum* of the schools he attended, presented a foggy realm. In his 17th year, however, an apparently trivial circumstance placed him in a new position, and imparted a new phase to his future. In the summer of this year, he was in the service of a farmer who was also the proprietor of a large and valuable grist mill. The miller who acted as foreman, was much more skillful in making good flour for the Baltimore market, than in keeping accounts and posting his books. Perceiving that the "hireling" could add, subtract, multiply, and divide, and write a fair hand, he employed him on rainy days and other leisure time, to make entries for him and post the books. This produced mutual regard and sympathy. As the term of service on the farm ended with the close of September, arrangements were made to indenture him to the *tanning business*, the vocation of his father and grand-father, at this time somewhat popular. ! But as the proprietor of the present tannery could not receive him until the close of the ensuing November, the prospective apprentice performed the functions of a day laborer wherever his services were demanded.

In the mean time, the Swiss teacher having gone into regions unknown, and discontinuing his periodical visits to "Heidelberg," to teach the young idea how to shoot, and no other one of his profession offering himself to the community, the householders of the neighborhood began to entertain apprehensions that they might be without a school during the approaching winter. As the mill was the place of local rendezvous, this apprehension was frequently expressed in the presence of the miller. At a suitable juncture, and in a proper circle, he counseled as follows: "Here is Samuel K. Hoshour, who can read well enough, writes a fair hand, and can cypher so as to tell how much, so much, at so much comes to; and that is all your younger children need to learn. Keep your larger ones at home, or make them behave themselves if they should desire to go, and he will get along well with the school." The suggestion was received with approbation by several of those interested, but "some doubted."

As frequently in making Presidents of the nation, in the last extremity, individuals who had not been previously thought of are brought on the tapis, and finally nominated for the high position; and proclamation of the event obtains general consent, so in this case. In the beginning of the ensuing December, 1819, the "hireling" of the summer was invested with the ferule and other insignia of the didactic profession, in the possession of the following literary qualifications: Reading German; reading the English Testament *a la mode German*; passable penmanship; and arithmetic to a point somewhere between long division and the "rule of three," in the province of compound reduction!

The new position suggested to our subject the propriety of dropping some puerilities; of suppressing others; and of assuming and cultivating those gravities and assiduities that would establish his authority in the school room; encourage his friends, and render the predictions of inimical doubters nugatory. The evenings were not now to be spent as formerly. Questions in arithmetic had to be wrought out, and some little reading to be done. As the family in which he boarded had a more ample library than had formerly been within his reach, an opportunity of more extensive reading presented itself. Among the volumes composing the library of his host was "Pilgrim's Progress," in German. This was read by our tyro teacher with increasing interest,—*the first book he ever read through!* The nature of the narrative, the wisdom of the pilgrim's choice, his perseverance, and the glorious issue of his course, all interested and impressed the accidental reader. The spirit of reading, and indeed, of religion, became active in him. Other volumes of a religious character were obtained, the perusal of which, and the New Testament, by the blessing of God, produced such a state of mind as induced him to unite with the Lutheran Church in the following spring.

The session of his school closed with entire satisfaction to the community! As he was not yet 18 years old, and his guardian was willing that his apprenticeship should be deferred until that age, he appropriated a portion of

the proceeds of his school to the improvement of his qualifications for future life. He went to a town school in which English only was taught. His first reading recitation in "Scott's Lessons," was so tinged with German tone and accent that the gravity of the otherwise imperturbable teacher was subverted, and the risible powers of the class evoked into uncontrollable action! A process by no means accordant with the wishes of the reader. A damaging reluctance to try it again was the consequence. Reading in class was waived for a while. But arithmetic was prosecuted with an interest it never had before, and startling progress in it was visible. In proportion as books and schools became more attractive, the scent of a tannery became less so, and resistance to apprenticeship strengthened. The guardian and the ward collided at this point!

Religiously impressed and strongly inclined to be useful in a public capacity, and encouraged by a maternal uncle, the young teacher aspired to the position of a *German* Lutheran preacher. His patrimony, about one thousand dollars, was under the control of his guardian, who was of that class of Germans that think man's mission into this world is to *labor and make money*; and fully under the influence of the following German adage: "*Wie gelehrter, wie verkehrter*," that is, the "*more learned, the more perverted*," positively refused to furnish any funds for the purpose of extending his ward's education,—"not a dollar" for his war with ignorance.

Placed under the supervision of Dr. I. G. Schmucker, of York, Pa., and under the tuition of Professors J. Steen and S. Boyer, of the York Academy, Mr. H. commenced the study of the ancient languages. His memory was good, and although very imperfect in his knowledge of English, he maintained a respectable rank in his classes. The smiles of teachers and classes were often elicited by the earnestness with which he conjugated the verb *volo*, pronouncing it, *wolo, welle, wolui*. Though he had to study the English and Latin languages simultaneously, and endure the taunts and ridicule of the ruder portions of his class and of the school, he obtained a proficiency that

commanded the respect of the teachers and those who attended the regular examinations of the institution. In this institution he spent nearly three years, during which he read a great portion of the Latin and Greek classics, and mastered, to a considerable degree, the usual curriculum of mathematics. In the spring of 1824, his health was so reduced that his clerical and medical advisers suggested his transfer to an unchartered "Collegiate Theological Institute," under the control of Rev. S. S. Schmucker, D. D., at New Market, Shenandoah county, Virginia.

The salubrity, of climate, the picturesque sceneries, and new associations in society, had a recuperative effect upon a constitution previously much impaired by a sudden transition from a very active rural into a very sedentary life, and by unrelaxed prosecution of severe studies for several years.

Under the efficient instructions of Prof. S. S. Schmucker Mr. H. pursued for two years studies that commonly belong to the junior and senior classes in colleges, as well as Lutheran theology, with great success. His debuts in the pulpit, German and English, were received with approbation by the public.

In the close of 1826, his esteemed instructor, having been elected by the General Synod of the Evangelical Lutheran Church to the first chair in the Theological Seminary, founded by that body at Gettysburg, Pa., Mr. H. became successor of Prof. S. in the pastoral charge, which he attended in connexion with his theological Institute in Virginia. It was certainly no common mark of confidence in the integrity and ability of Mr. H. to be thus made the successor of one whose literary and theological attainments, and effective gospel ministrations are generally acknowledged.

Soon after his entrance upon his first pastoral charge, Mr. H. was married, in 1826, to Miss Lucinda, daughter of Jacob Savage, Esq., of New Market, Va., by whom he has had seven children.

In 1828, he received a call to a Lutheran pastorate, in Washington county, Md., and in 1831 he became a resi-



dent of Hagerstown, Md. Here he entered into pastoral relations with a congregation of about four hundred members. He officiated in English and German, but mostly in the former. His audiences were large and appreciative, and his labors onerous. Besides his labors in the pulpit on the Sabbath, he furnished weekly lectures on some of the books of the New Testament, which were well received by the large audiences that attended them. These expository lectures widened his own ideas in relation to the incomparable tenor of the Christian revelation. He became daily more and more enamoured with the sublime and unmixed religion embodied in the sacred record, and proportionably lost his attachment to human standards and formularies of doctrine, and his claim to the name of Lutheran, so far as its symbolic standards were concerned, less marked. Still his popularity as a pastor remained undiminished. But in the year 1834, in the beginning of the fourth year of his pastorate in that place, a train of circumstances that he could not disregard, led him to re-examine the whole subject of Christian baptism, which issued in his conviction that *believers* are the proper subjects, and *immersion* in water the *action* commanded by the *Savior* of the world, a conviction that could not be entertained without disquietude of mind. To carry it out in his own case, was to separate himself from a religious community that uniformly evinced a great respect and good will towards him, and for which he entertained warm affections. But to have his convictions in one direction and his practice in another, was a course to which his enlightened mind and conscientious heart could not submit.

There were many apparent reasons why he might have been less scrupulous on this subject. On the one hand were interesting relationships by consanguinity that ought to have been respected; many Lutheran friends that could not well be given up, and above all, pecuniary considerations that could not well be ignored. On the other hand was, in his estimation, *truth*, in connection with exposure to contempt and depreciation, and the absence of many appreciable conveniences of life. After

much prayer and reflection, he came to the conclusion to resign his pastoral charge, and assume no other until he had carried out his personal convictions on the baptismal question. Accordingly, in the close of 1834, he resigned his charge at Hagerstown, and in the spring of 1835, in the presence of a large assembly, in the vicinity of the town, submitted to immersion, and united with that rapidly growing body of Christian professors calling themselves "Disciples of Christ," or Christians, but often nicknamed, "Campbellites." As a disciple of Christ, he cherishes fraternal feelings towards all who love, obey, and honor the Savior. During his connection with the Lutheran ministry, (nine years,) Mr. H. conducted the New Market Academy, in Virginia, and the Smithsburg Seminary, in Washington county Md. Separated from the Lutheran community, and also from a handsome annual income, Mr. H. realized that more than ordinary personal efforts were to be made to sustain himself creditably, and support his growing family respectably. As the great valley of the Mississippi was then an inviting field of earnest and available labor, he determined to find a home within its wide domain.

In the month of October, 1835, he arrived at Center-ville, Wayne county, Indiana. His open and frank address, as well as satisfactory letters of commendation from the East, procured him a hearty reception among the leading men of that community. The supervision of the Wayne County Seminary was pressingly tendered him. It was accepted and conducted by him for four years, with entire satisfaction to the Trustees and patrons.

During those four years his labors were most arduous. He taught the ancient languages, and several of the modern, together with the mathematics usually taught in Institutions of that kind, and the higher branches of English literature during the week, and filled the pulpit every Lord's day. During ten months of this period, he sustained the triple vocation of editor of a secular paper, teacher, and preacher!

His reputation as a teacher at this time, not only enlisted the youth of his immediate vicinity, but attracted

the sons of public men from abroad. The groups around him embodied the boy-forms of William Wallace, Esq., of this city, and his brother "Lew," now General Wallace, of Hon. Jacob Julian, and last, but not least, of O. P. Morton, and many others too tedious to mention. Previous to the anniversary of our national independence, in 1836, the first in which he participated in the West, Mr. H. was solicited by the committee of arrangements to deliver the oration of the day. The concourse was large and patriotic—received the effort with unqualified commendation, and acquired additional confidence in the availability of the new comer. As Mr. H. was early appointed one of the county examiners, he had ample opportunity to learn the status of the didactic ability of applicants. He more than once lowered the plumes of self-conceit by asking very simple questions, about the power of vowels and consonants, about the various marks in the spelling book, and about the *rationale* of the five elementary parts of arithmetic. Grammar and geography were not generally in their *curriculum*! Fully sensible of the limited capital with which *he* began his teaching career, the examiner was at first rather generous in the dispensation of certificates. But the discoveries he made prompted him to unite with all friends of a higher standard of qualifications in teachers to improve matters; and used all his influence in getting up and sustaining educational and teacher's conventions in the eastern part of the State. In those conventions all the usual scholastic topics of the present day were freely and earnestly discussed, among which was the question, Shall the rod be used on refractory subjects? Of this question, Mr. H. always took the affirmative, for the assigned reason that the good feelings of some pupils lie so far in the *interior*, and are so crusted over with naughtiness, that access to them can only be obtained by cracking the crust with the rod, to give them vent! He calls this the Solomonian philosophy—God's philosophy! He never believed in the policy of dismissing rebellious pupils from school. He insists that all good and *respectable* governments must have *vim* enough to *subdue causeless*

*rebellion.* Subjugation is good for the subjects and the world! After a connection with the educational interests of Indiana for thirty-three years, he entertains the conviction that the discussions of those early teacher's conventions had a salutary bearing upon the present enviable status of our popular education.

Before the expiration of four years' labor at Centerville, a delegation from Cambridge City, then a newly laid out town, a prospective Eldorado, waited on him with a proposition which seemed to him of no secondary importance. It was this: That the enterprising citizens of Cambridge City were ready to erect a very commodious and attractive Seminary edifice, on condition that he would locate in their town, and assume the Principalship of the Institution. The proposition was acceded to, and, consequently, in the fall of 1839, he was numbered among the inhabitants of the *hopeful* city—entered upon his duties as Principal of the new Seminary, and conducted it for seven years, with general acceptance. Here his labors were no less arduous than those during the four previous years. He was indefatigable in the hall of instruction during the week, and unfailing in his appearance in the pulpit on the Sabbath.

The reputation of his school, which was frequented by youths, many of whom are now the "solid," and official men in the eastern part of the State, was constantly widening; and his labors as a teacher of Christianity were effective in building up churches in the various localities where he regularly addressed audiences on the great theme of redemption.

Soon after his location in Indiana, the Legislature of the State placed him on the Board of Trustees of the State University, in which capacity he served three years; and, as a token of the estimation in which his talents and attainments were held by the Board and Faculty, the degree of A. M. was conferred on him by that Institution, at its annual commencement in 1839. In the winter of 1838, Mr. H., in connection with Profs. Hovey, of Wabash College, Parks, of the State University, and Tilden, of Franklin College, delivered on two consecutive

evenings, lectures on education, before the Legislature of the State. The lectures were attentively listened to, and it is hoped the educational horizon of the legislators widened!

Fourteen years after that, Mr. H. again addressed the legislature of Indiana on the subject of popular education. The lecture was so well received by that body that the Senate ordered five thousand copies of the same to be published; which was done.

Towards the close of seven years' unremitting toil in the school room and pulpit, the physical man of our subject was greatly impaired. He and his friends became alarmed. It was suggested by physicians that the best remedy was to retire from the halls of instruction, and diminish his ministerial labors. Accordingly, he resigned his place in the Seminary in 1846, and for several years avoided much mental labor, except what was requisite to teach some of the modern languages at several of the Universities and other literary Institutions of the State.

By industry and economy he was able to acquire some property, and in 1851, he located himself between Cambridge City and East Germantown, with pleasant home surroundings, expecting to spend the remainder of his days in managing a small farm for his physical benefit, and in ministerial labors. But in 1858, the Board of the N. W. C. University, at Indianapolis, unanimously elected him to the presidency of that institution. The call was accepted, and for three years he presided over the interests of that school. The labors and responsibilities of the position were more onerous than his impaired physique could endure; and accordingly, he was placed in the Chair of Latin, French and German, which he has satisfactorily filled for the last seven years.

In 1862, after the death of the lamented Prof. Fletcher, Superintendent of Public Instruction, Governor Morton, gratefully remembering the abilities and labors of his old preceptor, appointed him to that responsible position, to fill out the unexpired time of the term. His superintendency dated from the 6th of June to the 27th of the ensuing November. That was the dark year of the war.

Indiana society was in great commotion—enlisting and drafting absorbed the public mind. It was impossible to gain attention to the more unobtrusive interests of society. Although the Superintendent made repeated efforts to present school interests to communities in those counties in which his predecessors in office had not been, they were generally failures. The only services he could render, was to issue circulars to the subordinate and local agencies in our excellent school system, in which were urged such measures as he deemed effective in the exigencies of the times.

Mr. H., believing there were already too many superficial works on educational and literary topics in existence, and not very confident that he could perceptibly transcend any of his cotemporaries in authorship, never engaged in writing books, except in one instance. For his own amusement, and that of the studious and inquisitive young, he wrote about a quarter of a century ago, a small work, entitled "Altisonant Letters." The series contains fourteen letters, addressed by Lorenzo Altisonant, an emigrant to the West, to Squire Pedant in the East. Bating some illiterature, not properly ascribable to the author, the work has some merit. Its object is to give the young an idea of the number of words in our language, not usually employed in speaking and writing at the present day; and also to indicate to the classical student the number of derivatives from the ancient languages, that would otherwise escape his notice. The author's position is, that if it is right to study *dead* Latin and Greek, it is equally pertinent to study *dead* English; if it is right to study Latin and Greek *roots*, it is no less so to contemplate in juxtaposition, their *sprouts*. As a specimen of the unique contents of this little volume, the branches of learning to be taught in the higher literary institutions, as advocated by an old politician in one of his public efforts, contained in letter 10, are here inserted, on which the readers of the JOURNAL may try their lingual abilities: "Aretology, teleology, orthology, etiology, ontology, pneumatology, dactylology, ornithology, aerology, orology, enigmatology, helminthology, numismatology, pathog-

onomy, physianthropy, physiography, pasigraphy, craniography, stratography, aerography, cometography, selenography, anemography, hydrography, zoography, paleography, siderography, tachygraphy, and navarchy. Also, ophthalmoscopy, esophogotomy, neurotomy, arteriotomy, orthometry, baculometry, cyclometry, horometry, longimetry, altimetry, taxidermy, hydrostatics, chromatics, trochilics, gymnastics, dynamics, and hydrodynamics." The work is not yet out of print, and the desire of any one to possess a copy can be gratified by reference to the author.

The present physical condition of Mr. H. is now much better than it was a decade of years ago. As an instructor he has lost none of his former *vim*; he can still *enthuse* a class on any of the subjects he professes to teach; and entertains the conviction that unless something beyond the ordinary wear and waste of life betide him, he will be able to pursue his cherished profession yet for some years.

Out of the school room and pulpit some might consider him taciturn, phlegmatic, and perhaps rather unsociable, but closer personal acquaintance soon dissipates the impression, and reveals many characteristics that the good and cultivated cannot fail to appreciate.

In the meridian of his days, our subject labored diligently to secure a respectable competency for old age, and would have succeeded in this respect, had he not been induced to invest valuable real estate in a railroad that failed soon after its inception, and left him and many others propertyless.

Still his present circumstances are by no means gloomy. Confiding in a kind Providence, he entertains the assurance that in a generous kinship and sympathetic friends, resources await him which, should a pressing exigency arise, can gild the evening of his life, until he enters upon the "unfading inheritance" *above*!



## EDUCATION OF AMERICAN GIRLS.

BY ROBERT G. M'NIECE.

[CONCLUDED.]

Of course, we do not claim that the education which men receive is without defect, for there must be a sad lack in moral training somewhere, when so many of those who enter public life become in the end such unmitigated rascals; but it seems to us that the nature of the educational training given to women is in great part the tree whence comes such bitter and blasting fruit. Instead of studies broad and deep, promoting generous culture—studies such as are required in College or University—there are those which are more light and trivial, mere odds and ends, and enervated abridgements, whose tendency is to dwarf the intellect rather than to enlarge and invigorate it. There must be fantastic touches in water colors and oil, music on the piano forte, drawing and dancing, and a whole host of trifling ornamentation, as if a girl were a mere puppet to be decked out for a holiday show. Let there be no misunderstanding here. Far be it from us to cast the least shadow of reproach upon Angelo, Bierstadt, or Mozart. The fagged edges of everyday life are often toned down, and the heart purified and ennobled by some simple ballad, sung with natural and unaffected sympathy by one who to deeper accomplishments adds that of sweet and touching song. But the idea of taking a little girl of eight years, stretching out her tiny fingers at right angles with the wrist in the vain and painful attempt to span an octave, and keeping her thumping and whacking away on one of Steinway & Co.'s six hundred dollar pianos, two hours a day for ten years, without any reference to natural taste or distaste, just because that is considered an essential part of a fashionable education, is simply and emphatically absurd. So of the other accomplishments as they are called. Unless there is unusual natural proclivity, why keep a young girl dabbling in oil, or paints, or raising to an unnatural height the price of plumbago by an extravagant use of



lead pencils, when after two years' practice she can not draw a Newfoundland dog so that he can be distinguished from a Chinese pig. Now let no one accuse us of being disloyal to the importance of music and drawing. If girls have a natural bent for such things let it by all means be encouraged to the proper extent; and let all legitimate means be used for the advancement of that æsthetic culture whose tendency is to beautify and ennoble human character. But it seems the most absurd folly to give to certain trivial and evanescent acquisitions the undue prominence they now receive, without any discrimination in the way of taste or talent, while those studies which in their very nature generate intellectual development and supremacy are so sadly neglected.

How many girls out of a thousand, when they have become settled in life, retain their skill in practising those operatic combinations on the piano, which it demanded such an immense outlay of time, money and effort to acquire? How many retain their temporary facility in crayoning and painting? In five years they are all gone, scarcely a vestige remaining of those innumerable and etherial little accomplishments which answer no disciplinary or practical purpose, and cheat more worthy pursuits of deserved attention.

It may perhaps be retorted that Latin, Greek, Calculus, Metaphysics, and three-fourths of the studies pursued in College will never be used in practical life, and will shortly be forgotten. The two cases are not analagous,—one disciplines and the other ornaments.

Another false view, which a fashionable education at present has a tendency to inculcate, is that any knowledge of domestic duties, any idea, however remote, of culinary economy, is dishonorable. A common sense view of the matter is that it is positively discreditable for any American girl, however high her social position, or abundant her wealth, not to know how to meet those unavoidable requirements of domestic life which some unforeseen exigency, or a single adverse breeze, may compel as a permanent duty.

In conclusion, it may be said, that one does not need any very acute power of observation to discover that those young ladies who, under private instruction or otherwise, have received an education as comprehensive and thorough as that for which we plead—one which includes the severer class of studies—who have been trained to a liberal knowledge and generous appreciation of the great standards of literature, are vastly superior in conversation and power of profitable entertainment to those who have been connected with the more glittering, ornamental system. They accomplish more for society, have a wider and more exalted influence while they live, and are less quickly forgotten when dead.

Besides, when the storms of adversity come, and they are left alone in the world—the saddest of all misfortunes to a woman who has no love for books and general literature—they have within their own minds a realm of joy untold, whose store of fadeless treasures moth can not corrupt and thieves can not steal.

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## ON METHODS OF IMPARTING INSTRUCTION.

HON. G. W. HOSS :

*Dear Sir :—*Now, inasmuch as thousands of schools are about to begin in this state, many of them to be conducted by the readers of this JOURNAL, perchance a few thoughts, relating to the above theme, may not come amiss.

Let it be granted that a sincere desire to do good is the primary, and “daily compensation” the secondary motive, whose workings are being manifested in “teachers contracts” in all our townships. Of course, this recognition of this principle will prevent no one from choosing *to do good*, at four dollars per diem, *three being less esteemed*.

It becomes, then, a question of interest to each one of these teachers, “How shall I best secure the purpose for which I have been chosen?”

Want of success in teaching, is not generally to be attributed to ignorance of the teacher. Sometimes true, this may be the obstacle; but usually, he knows more than the children going to him. The true obstacle then, when such want of success is felt, bating exceptional obtusity of children, is either meagre knowledge of the science of teaching, or lack of skill in the art.

A teacher's teaching is, in one respect, like a magnetic's magnetism, his store of facts is in no wise diminished, when the whole of it is imparted to others. Then the phrase, "imparting instruction," is not logically accurate, implying as it does, a sharing of something, and a receiving of something. Now we know that a pupil cannot directly receive knowledge from his preceptor. It isn't a pouring of water from a demijohn into a jug. Could there be such immediate transfer of training, the greatest dunce, plaguing patience or fretting forbearance, might become as erudite as Erasmus, could Erasmus be his instructor.

It is likely that magnetic phenomena are not imparted directly by the magnet to other bodies, but, borrowing a term from our medical friend, the magnetic *diathesis* already exists in such bodies, and the magnet is the exciting cause developing it. So teaching is essentially, a *developing process*. No teacher can put too much of this trust in the foundation of his theory.

The value of all his ideas of education, will be measured by his standard. The efficacy of all the means he uses, will be great as these means crystalize about this nucleus. Hence, we have *education* instead of *induction*, and it means to *lead out* in the sense of *direction*, rather than *draw out* in the sense of *correction*.

It ought to be understood by every teacher, that the dullest disciple in his lowest form, already knows a great deal, and is usually endowed with some power of elementary analysis. Does our teacher doubt this? Then he considers it no attainment to be able to speak English. Most children sent to school can do this; not "kings English," which is very elegant, but child's English, which is very useful.

It is no mean acquisition to be able to speak English intelligently, and intelligibly at the age of five or six.

Our language is fully as hard to learn, as the French or German, and it is improbable that Roman and Athenian children of tender years, used to frequent the forum and the market, and returning, tell their parents of what they had seen and heard in blissful ignorance of Harkness and Hadley.

Now if our teachers think the child knows nothing, let him gain as good a knowledge of one of these languages, as the little learner has of his vernacular. By the time he has succeeded in this, if not before, he will be fitted to turn to the task of instructing and educating, feeling a marvellous respect for the learning of the "A, B, C, D, uarian" who looks to him with such confidence and awe.

I take this recognition of our meanest scholar as a fellow learner, to be an essential element of success in imparting instruction.

The teacher gains nothing by isolation. It is an error to suppose that the pupil will loose respect for him and for his government, if he teach familiarly, and rule without ostentation. The children know when the teacher "feels above" them, and they love him none the more therefor. When I look into the school grounds at play time, and see the teacher leading the sports of the little people, and happy with them; it augurs well for that school; the birds have passed on my dexter hand. The quiet and respect in time "of books" will be as noted as the hilarity and tumult in time of play. In this way the love of the children is won in a manner not distasteful to most persons.

I doubt the qualification of that one to teach the young who takes no delight in children's sports.

Since play is essential to the welfare of a school, would it not be as well to have our teachers examined in *that*, as in physiology.

The laws modifying directer methods of didactics may be deduced from the foregoing principles. The first, regarding education as developmental, will guide us to the true science. The second, seeking out the true rotation of

teachers and pupils will enable us to apply this science in true art.

There are many methods of teaching. Let me speak of two that are typical, and of one that is still, in some measure, embryonic.

The first of the two is the method by question and answer. The class is called; the teacher, taking a book, asks the questions at the bottom of the page, assigns another exercise; no comment, no explanation. Now for all the good such a teacher does his scholars he might as well be in Alaska. Time and money are wasted. The school is without attraction. Tutor and tutored are glad when school is out, and sorry when it begins. True some of the children will learn; these would learn in Terra del Fuego as well. In the teacher, such a state implies either a want of qualification, or a want of interest; usually the latter. This method may be called the *extreme stupide*.

The second of the two is the method by lecture. It is found in its greatest peculiarity in medical schools, and theological seminaries. Existing in these places it is foreign to the present purpose. A variety of it, however, is sometimes found in our common schools, and with this we have to do. The diagnosis is not difficult. The teacher both asks and answers the question, or asks it in such a way that the answer is implied; in a word the teacher does everything, the pupil, nothing.

We have all seen this method more or less developed, and it must be admitted it allows the teacher a fine opportunity to "show off" on examination day. The great danger is, the child will come to take everything for granted. Accustomed to have his thoughts anticipated, he soon learns not to think. The tendency is to intellectual stagnation.

Passive exercise is better than no exercise at all; yet one should flex his own arm as long as he is able. This method is sometimes followed by so rapid accumulation of unassimilated facts that it might be named the *extreme vivant*. But he who has such a drill, and no other, can never be more than a sciolist. Neither carbon nor nitro-

gen in a free state will sustain life. One would starve on a diet of charcoal and nitre, yet when he takes those elements commingled and assimilated in a "roast" his physical strength is renewed. And so the third method, that was to be mentioned, is the golden mean of commingled extremes. These, in themselves, are of little avail; combined they form a mighty power for good.

We want text books in which children may study. We want questions to make them think, not alone to find out how much they know, and explanation clearing the way and holding the light, and good words to cheer ever and aye.

One's scholarship is not measured so much by what he knows, as by his capacity to know. Especially is this true of the youth who has finished school or even college. Let teachers remember their chief duty is to develop, not to *cram*; to teach the child to think, not to think for him.

The world is wild not so much from want of fact as lack of thought.

The true teacher, though he may never have read Haven, is a close observer of mental phenomena. He studies means of approach, and methods of control. Above all, he neglects not that power of presence and magnetism that wins and holds the love and confidence of his boys and girls. To them he is, indeed, for a time, *in loca parentis*, and many of them find in the school circle ties of filial love, tender and true, which, alas! the home circle so often denies.

May these little ones grow up and be a generation that will call the teacher "blessed."

HARVEY W. WILEY.

## THE PLEIADES.

**"Many a night I saw the Pleiades, rising through the mellow shade.  
Glittering like a swarm of fire-flies tangled in a silver braid."**

The Pleiades were the seven daughters of Atlas, and the nymph Pleiona. They are said to have died of grief for the loss of their sisters, the Hyades, and the pitying gods changed them to stars, in memory of the purity of their lives, and as an eternal testimonial to the power of the "Friendship of Woman."

This charming cluster of stars is situated in the shoulder of Taurus, which is now the second sign and third constellation of the Zodiac, and may be easily traced in the evening in the eastern sky. It receives its name from the Greek word, meaning to sail, because it was considered by the ancients, at this season of the year, "the star of the ocean" to the benighted mariner. It is also called the Seven Stars, and sometimes *Virgilix* or *Virgins* of the Spring, because the sun enters this cluster in the season of blossoms, about the 18th of May. It comes to the meridian ten minutes before nine o'clock on the evening of the 1st of January, and then with royal grace this constellation sits enthroned high in the empyrean, and leads the host of glittering stars that make the winter sky "tremulous with excess of brightness." There is a fascination about this group of stars, which is not attached to any other in the broad conclave. There is a mystery in its history which lends a charm to its sparkling gems. What has become of the missing one among the bright sisterhood? Mythology tells us Merope married a mortal, therefore is her star dim among her sisters. Who was the favored mortal for whom she gave her immortality and shining place in the starry sky? History is silent as to the details. We once saw a stereoscopic view, representing her just as she had fallen from the sky. She lay extended on the ground, the sleep of death stealing over her beautiful features, and the torch of life

grasped in her dying hand, was pointed downward and just expiring. Byron has immortalized her in,

“Like the lost Pleiad seen no more on earth.”

Mrs. Hemans has written her eulogy, and every time we count the sighing six, we breathe a sigh over the lost glory of the mystic seven.

The name of the Pleiades are Alcyone, Merope, Maia, Electra, Tayeta, Sterope and Coleno. Five of them of the fourth and fifth magnitude are grouped around Alcyone of the third magnitude, which from being the brightest star of the cluster is called the Light of the Pleiades. Only six stars can be seen with the naked eye, but the telescope reveals from fourteen to two hundred according to its power. One of the first uses that Galileo made of his newly discovered telescope, was carefully to examine this cluster, and finding there forty stars, triumphantly refuted the time-honored doctrine of the human destiny of the universe, that the fixed stars are made only to light the earth. The poets have celebrated them as an index of time, and a guide to the surrounding stars. Hesiod says:

“When Atlas-born, the Pleiad stars arise  
Before the sun above the dawning skies,  
'Tis time to reap; and when they sink below  
The morn-illumin'd West, 'tis time to sow.”

Virgil says:

“Then first on seas the shallow alder swam;  
Then sailors quartered heaven and found a name  
For every fixed and every wandering star:  
The Pleiades, Hyades, and the Northern Car.”

What gem more exquisite is there in Hebrew poetry than “Canst thou bind the sweet influences of the Pleiades?” and “Seek Him that maketh the Seven Stars and Orion and turneth the shadow of death into morning, and maketh the day dark with night.” But to the bright Alcyone, light of the Pleiades, is given the great honor of being the Central sun of our astral universe. Look reverently upon the little star, bow humbly before the power



there enthroned, while a feeling of unutterable awe takes possession of the soul, seeking to comprehend the systems of suns upon suns with their revolving worlds, which, in obedience to the great law of gravitation, in perfect harmony revolve about this beaming center.

The honor of the discovery of this brilliant hypothesis is due to M. Maedler, of the observatory of Dorpat. Taking as his starting point the discovery of Herschel, that our sun is one of the great astral systems forming the Milky Way, and is situated not far distant from the center of the stratum, and near the line where the principal current of stars divides into two great streams; recognizing the law of gravitation as extended to the fixed stars, from the actual demonstration of the revolution of sun around sun in the binary systems; from point to point, from star to star the great astronomer groped his way, subjecting each to the severest tests, employing in the operation seven years of the closest and most patient research until at length his efforts were rewarded, and he found a star fulfilling in a remarkable manner the requisitions demanded by the nature of the problem. This star is Alcyone, and accepting his theory, is at present the sun around which the universe of stars comprising our astral system is revolving. The known parallax of certain fixed stars gives us the approximate parallax of Alcyone, and shows us that such is the distance of our sun from the central star about which it performs its revolution, that it takes its light 537 years to traverse the distance, and if we can rely on the angular motion of the sun and system as already determined, it will take more than 18,000,000 years for one revolution around the grand center.—*Providence Journal*.

## O! SEEK NOT FOR LEARNING ALONE!

BY WILLIAM RUSSELL.

Oh! seek not for learning from feeling, apart;  
Not a culture of head without culture of heart,  
What's the lamp-light of Science, the moonlight of Song,  
To the Sun of Affection, unclouded and strong?

Go name all the metals and rocks of the mines,  
And measure the sun with thy angles and lines,  
Call to life the dead tongues that the Ages have known,  
Thrill the bosoms of millions with words of thy own;

And yet if thy spirit is proud and unkind,  
If thy treasure in life is but treasure of mind,  
If no ray of Affection enlighten thy soul  
There's a lack in thy wisdom, a curse on the whole.

Give me the religion of Christ in the heart  
And the *Love of Humanity* it can impart;  
Not the dry husks of drier dogmas and creeds,  
But a Faith, Hope, and *Charity* sanctioned by deeds.

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THE BAREFOOTED BOY.

Blessings on thee, little man,  
Barefoot boy with cheeks of tan;  
With thy turned-up pantaloons  
And thy merry whistled tunes;  
With thy red lip, redder still  
Kissed by strawberries on the hill;  
With the sunshine on thy face  
Through thy torn brim's jaunty grace;  
From my heart I give thee joy—  
I was once a barefoot boy!  
Prince thou art—the grown up man  
Only is republican.  
Let the million dollared ride;  
Barefoot trudging at his side,  
Thou hast more than he can buy  
In the reach of ear and eye—  
Outward sunshine, inward joy—  
Blessings on thee, barefoot boy!

J. G. WHITTIER.

## EDITORIAL—MISCELLANY.

## TEACHING THE ALPHABET.

We propose to present briefly, a mode of teaching the Alphabet. Observe, we say *a* mode, but do not say *the* mode, nor "the best mode." We are not certain that this mode is the best of the now known modes; and by no means are we certain but that a better mode remains yet undiscovered.

The mode then, which we propose to present, is as follows :

*Drawing* :—When the class is called for the first time, let it not be passed through the stupifying exercise of following the teacher in saying A, B, C, D, &c., as her pencil touches the respective letters. On the contrary, let the class go to the blackboard, and after proper preliminaries, let each draw a straight line. This line may be of any length, and in any direction. If any pupil should by chance, not know what a straight line is, the teacher will point to one in the room, as the top of the blackboard, the edge of the desk, &c., or if need be, draw one on the board.

A few lines drawn at pleasure, we commence adding limits. The first limiting element, may be that of direction. These elements, such as horizontal, vertical and oblique, should be carefully defined and illustrated. To do this, the teacher will draw the lines; thus, | vertical, — horizontal, / oblique, at the same time illustrating these by pointing to such lines in the room. At this point the teacher will, if possible, be clear and simple in both language and illustration. Otherwise the pupils will be confused.

The pupils must, here as elsewhere, be drilled in making these lines until the line and its name is familiar.

This drill completed, we add the limit of length. To develop this idea, the teacher will draw a line of given length, say six inches; this, for purpose of accuracy, the teacher will measure with a tape line or ruler.

You now require the pupils each to draw a line, as nearly as may be six inches in length. Each of these lines you measure, pointing out the error, and adding needed suggestions.

After proper drill on lines of this length, lines of other lengths may be given. After this, you give a new line, namely, the

*curved*, which you draw on the board, thus.) To aid in the apprehension of this line, show it on the crown of a hat, the pipe of the stove, the top of the bucket, &c. After some directions in the movement of the hand, have them make the line. The drill on this may need to be somewhat protracted. If so, well; it is a valuable exercise. This done by way of preparation, the class is ready for their specific work, namely: making and learning the letters of the alphabet.

The order of the letters in spelling books being arbitrary, we may begin with any letter that convenience may dictate. Our method dictates letters whose lines can be described, as *straight*, *curved*, &c. Hence we begin with *b*—i. e. small *b*.

To secure the making of this letter, the directions and operations may be as follows. Pupils standing in front of board with crayon in hand, the teacher says place the end of your crayon on the board, ready to make a line when I say *move*. The teacher now says, draw a *vertical* line four inches long,—*move*. (Of course failures will occur at this point in both length of line and uniformity of movement. You will give instruction and require repetition.) Again, place your crayon on the middle of the line just drawn. Now draw a curved line to the right, stopping at the lower end of the straight line.—*move*. They all move; some to the left, some to the right, and some stop by the way, and some come out presenting this character, *b*. After proper instruction to those failing, we take the next step, namely: ask how many lines, and the name of the lines, with such other questions as may be necessary to awaken interest. The next step which is fundamental and philosophic in the pursuit of knowledge, is to give the name. To arrest attention, the teacher says, do you want to know the name of that picture you have drawn? Hands all up and all still, the teacher says *b*. The class repeat in concert, and then separately. (The law is, *first the object; second the name*. This is nature's order of development.) The third step is the sound of the letter. This you will give with care, at the same time announcing and illustrating the principle that the name and sound of a letter, are not the same, save in a few cases, (the long sounds of the vowels). As a means to this end, you may call attention to the bell in your hand; first, its name; second, its sound. You now strike the bell lightly saying, what do you hear. Some answer, bell; some, sound. To aid them in discerning and expressing distinctions, you ask if they heard the bell, or the sound made by the bell. They see the distinction and say, the sound made by the bell. To show and impress this distinction more fully, you direct them to close their eyes, and then ask them if they see the bell. Then tapping the bell, you ask again if they see it, when the answer will be, we heard it. Heard what? *Ans.* The sound made by the bell.

At this point, the teacher announces these principles about thus: You *see* the bell, and *hear* the sound. In one case you use your *eyes*, and in the other, your *ears*.

Applying this principle to the work in hand, the teacher says, now let us look at that letter on the board. That which you see we call b. Now shut your eyes; teacher making the sound; and that which you hear is the sound of b. Then your *eyes* tell you the *shape*, of letters, and your *ears* their *sound*.

Now dear reader, you are probably ready to say this takes too much time. Let us see. What have you done? You have announced, illustrated, and in some degree, taught a great fundamental principle, namely, the distinction between the name and the sound of a letter. A distinction that many pupils do not know when they have been in school four years, and we fear some teachers do not know when they have taught four years. Here this is a distinction, and of vast significance; one that runs through the whole course of spelling, reading, elocution, and some parts of grammar, and even through certain portions of higher literature. Therefore, you have taught something worth both time and labor. You have done more, you have interested your pupils. Happy the pupil who has a teacher that can make learning attractive, especially in its early stages.

These general principles explained, and in some degree understood, you apply them in making other letters.

Thus: Crayons all resting on the board, make a vertical line four inches long, all moving at once. Crayons all resting on the middle point of the line, make a curved line to the left, terminating in the lower end of the vertical lines giving d. As before, count its lines name their kind or class, then give its name, after that its sound.

Now by the side of this, make b, and point out their difference. Thus, each has a straight line, each a curved line; but the curved line of b is to the right, and the curved line of d is to the left.

At this point we may turn to the vowels, which must be taught chiefly by imitation. These you will draw, requiring the class to notice at what point you begin, at what you end, also asking them to watch the movements of your hand. Thus they make, a, e, i, o, u, naming each, and sounding each, as above, you being careful at this point to tell them that the *name* and the *sound* are the same.

These learned, we are ready to combine two sounds in one, *i. e.*, to spell.

Spelling being outside of our theme, is reserved for another article.

We therefore close this article with a few general statements.

1. The matter presented above will be the work of some days. No attempt has been made at subdivisions into lessons. The teacher

can readily make these for herself. Scarcely any two make just the same divisions. Uniformity in this particular, is not a matter of importance.

2. The time of the class between recitations, should be employed in making the various lines and letters which they have learned. That is to say, if one lesson has been taken up in learning b, let the interim between that recitation and the next, be spent by the class in making b.

3. As means to this end, every pupil must be supplied with slate and pencil. It is not material whether they have spelling books and primers in beginning this work, but it is essential that they have from the first day, the articles named, slates and pencils.

4. The teacher will examine the work on the slates just as she would any other prepared lesson, pointing out errors, suggesting changes, commending the diligent, reproving the negligent, &c.

It will be well occasionally to allow the class the use of the black board for making their lines and letters. This gives them and their work prominence, which is no bad stimulus even to children.

5. And last. The benefits of this method seem clear. (a.) The pupil is interested from the first moment he begins this work. It gratifies the strong desire of child nature, namely, the desire to draw. (b.) Most important, he is kept busy, hence he is at once kept from mischief and trained to diligence.

Kind reader, if you are teaching a group of little children their alphabet by the old "hum drum," A, B, C, method, we entreat you to stop and try this method. And if it should fail to prove itself an improvement on that old method, please inform us, pointing out the specific elements of failure.

The beginnings of learning should be made easy. We believe this method tends to this result.

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## GREEK TAKEN OUT OF THE PREPARATORY COURSE FOR COLLEGE.

We do not propose to argue this subject in this article, but may in a future article, provided we cannot prevail on some one else to do so.

Our purpose now is simply to throw out the suggestion that Greek should be taken out of the course preparatory for entering College. Why? Because it ought to be taken out of the Common Schools. Why out of the Common School? Because of its cost. Usually it will cost the State as much to teach three students in Greek, as it does twenty in Geometry.

**Reasons:** The number in any school wishing to study Greek, being so small, it will be rare that classes above three or four can be formed, whilst in the same school the classes in Latin will be fifteen, and those in Algebra and Geometry twenty. But the time spent in teaching this small Greek class, is nearly, or quite equal, that spent on the larger Latin and Geometry class. But why should taking Greek out of Common School take it out of the course preparatory for entering College? Simply this: Nearly every one of the small number who wish to study Greek in the Common Schools, wish so to do because they are preparing to enter College, i. e., College proper, not the Preparatory Department. But to so enter, they must have, as a prerequisite, a certain attainment in Greek. Hence, change the College course so as to begin Greek with the beginning of the Freshman year, i. e., remove it from the requirements preparatory to entering College, and it goes out of the Common Schools as a consequence. We respectfully submit the question to the Colleges and High Schools. They are charged with the work under consideration.

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### PLANCHETTE.

This remarkable instrument is attracting so much attention, that we feel authorized to insert the following article from the *Watchman and Reflector*.

Without giving any opinion as to the correctness of the principles intended by the author, we do not hesitate to say that it is the ablest and most incisive article we have seen on this subject.

Here is the article :

### PLANCHETTE.

BY E. STUART PHELPS.

Fifteen years ago somebody in Germany happened to hold a pencil at arm's length in a pair of scissors, and observed that, owing either to the tremulousness of the hand, or to the vividness of the imagination, or to causes unknown, intelligent words traced themselves upon paper.

This was a crude Planchette. In 1860 or '61, a novel was published in England with the title of "Who Breaks Pays." On searching this volume the curious reader will meet with a young lady who beguiles her "weary hours" with a very well described Planchette.

In the winter of '67-8 the uncanny looking word sprang into very black advertisements in our American cities; and to-day a counter

without Planchette is a fossil. They trundle in the windows of the tract-house and tobacco stores, dance among opera scores and Sunday school books—heart-shaped Planchettes, square Planchettes, Planchettes for eight dollars and Planchettes for fifty cents, Planchettes of walnut, ash, mahogany, gutta percha, tin, glass,—Planchettes on pegs, coils and pentagraph wheels. Planchette confront you at dancing parties and in the minister's study, in the drawing room and in the "settin' room"—is a substitute for the weather and Charles Dickens in the "social circle"—and the end thereof who can tell?

Like most discoveries, in is eminently simple. Why did nobody ever think to stick a pencil through a little board before.

It is said that the patentee, whose claim dates back to 1861, has not dared hitherto, to bring the thing to light; fearing that the public would label it Spiritualism and run away from it.

A word for the benefit of the uninitiated as to the use of the toy. Old "mediums" may skip to the next paragraph.

The tips of your fingers are placed very lightly upon it, the elbows raised from the table. Two pairs of hands are better than one. Few people operate fluently alone. It has been noticed that when the hands are very heavy, either from natural weight or from weariness, each operator may use one with better effect. About five persons in eight are able to control Planchette. It may move for you at once, or it may stand like Atlas before your patient eyes half an hour. When the board is thoroughly charged, it trembles, clicks a little, slides away under your hands, hesitates, stops, tries again; warms with the subject, darts to and fro across the paper rapidly, traces embroidery patterns and crowsfeet, and whirls about in great circles, which seriously threaten the equilibrium of your elbow joints. In this mood ply Planchette with questions. Your experience will not be unlike this:

"Will it rain to-morrow"?

*Planchette*—"Yes." (Distinctly written, with no muscular action of your own.)

To-morrow dawns without a cloud, but you do not know that yet, and trustfully proceed.

"Of whom am I thinking"?

*Planchette*—"Bevelina Bangs."

You are thinking of Miss Bangs, and you know it, and so does every body else, when, blushing up to your hair and down to your neck-tie, you hastily resign your position, and content yourself with interrogating Planchette through another operator.

You ask in silence, "Who will preach in King's Chapel the first Sabbath in next December?"



Planchette scribbles over half a sheet of paper with copy-book *ms*, has fits of reflection, has spasms of hope, struggles to write, but writes nothing;

*Aloud*—"Who will preach in King's Chapel next winter?"

*Planchette (promptly)*—"Beelzebub."

In view of this novel prospect, question the operators closely. The chances are that one or both of them had the word in mind.

Try once more. "What is the number of my watch?" (*silently.*)

Planchette falls to dancing a polka, but deigns no reply.

"Planchette," aloud, "what is the number of my watch?"

*Planchette*—"17,861."

The number of your watch is 4,580, but across the room, in the corner sits a lady whose watch numbers 17,861.

Again. "Planchette, draw a picture of the next President of the United States."

Planchette immediately draws a man with a cigar in his mouth—not so artistically as might be, but still it is a man with a cigar.

A pretty young author in the company ventures timidly:

"How many copies of my book, 'The Creaking Hinge,' will sell this autumn?"

*Planchette*—"Twenty."

"Planchette," this from the incredulous man of a philosophic turn of mind, "how long shall I live?"

*Planchette, (confidently,)*—"Yes."

*Incredulous Philosopher with decision*—"When shall I die?"

*Planchette*—"Never."

Four Planchette parties out of five will not accomplish anything more important or more mysterious than this. The fifth will make prophecies, some of which will *vérify* themselves—write the signatures of absent men in their own hand, tell the most secret thoughts of persons whose touch is not upon the board, write in any language known to the operator, and witness the board dancing to any whistled tune.

Occasionally, after becoming *au fait* at Planchette, an operator will find that a simple pencil will answer his purpose as well. He holds it out with upraised arm—it writes easily and at once. He may rest his entire arm and hand heavily upon the table, to convince himself that he is not cheating—but the arm slides, the hand moves, the pencil intelligently follows his spoken or unspoken thought. Nervous or superstitious people, however, are hereby advised to let this experiment alone. It is not in all respects desirable to be in the condition of the young lady whose needle-book deliberately walked out of her work basket one evening after she had been devoting herself to Planchette. That story, by the way, comes on "very good

authority." I did not see that needle-book. I never saw King Theodore. Do I believe it? Ask Planchette.

What is this mysterious plaything? Ask it. It will tell you Lucifer. But, waving that pleasant hypothesis for the present, what is the power which makes a piece of wood fly under your passive hands and carry on intelligent conversations without your voluntary influence?

"Animal magnetism," says the gentleman who knows. "Electricity pronounces the professor in spectacles. "Humbug," sneers the D.D., who is too busy to test the matter. "Spirits," falters the young lady with the needle-book.

Magnetism it may be, but who is the wiser for that? What do we know of magnetism that should explain a lead pencil's reading the mind of a person at room's width? Electricity it may be, but how can electricity move a solid and very heavy glass machine? What has electricity to do with the insulated Planchette on non conducting glass pegs? Humbug it may be, but what then of the "value of testimony," reverend sir? Spirits it may be, but we lack "the evidence on't."

Theories fail before this simple toy, opinions balk, experience defies itself. One expert never controls Planchette till he is weary. Another loses his power with his freshness. An amateur likes wet weather for Planchette. The next is powerless in a storm. "Children operate most successfully," says one dealer. "The power does not lie in the soul or nerves." "The best mediums," you hear across the street, "are highly nervous people." Watch the next party which you meet around Planchette. A man without a fancy, stout, strong, well, calm, and his sick, nervous, emaciated, morbid wife, are equally successful.

One thing, however, seems to be certain. The power which possesses Planchette is identical with the power of table-tipping. Another thing is probable, that it is akin to the power of the spiritualistic medium.

Mrs. Smith, clairvoyant, any where on Washington Street—an absolute stranger to you and yours—will for the sum of one dollar, write for you with the finger of one hand upon the palm of another, your own name, business, age, past history and future prospects, the names of your dead friends, the disease of which they died, together with as many aimless, uncharacteristic messages from them as you choose to sit and listen to.

Does she, under a law of physical condition which we have not fathomed, read your mind? Does Planchette, under the same law, interpret your thought or your neighbor's? Have we not here the hints to a problem which belongs not to superstition, but science?

Is not the time coming, and now at hand, when this whole series of phenomena will create no more surprise than the transmission of this sentence from my brain to the Watchman and Reflector.

Then the devil has nothing to do with it? He would be a bold theorizer who should assert that. The devil has to do with most things in this world. How far he is allowed to wrench any simple law from its system we cannot tell. Whether Planchette and Mrs. Smith are peculiarly open to his influence remains to be proved.

## INDIANA STATE NORMAL INSTITUTE.—No. 1.

Held in the Baptist Academy, at Mitchell, from July 20th to 31st, 1868.

### OFFICERS OF THE INSTITUTE.

Superintendent, Prof. L. L. Rogers, of Greencastle; Secretary and Treasurer, W. A. Best, of Mauckport.

### CORPS OF INSTRUCTORS.

Prof. S. G. Williams, Ithica, N. Y., English Grammar, Geography, Theory and Practice.

Prof. Joseph Tingley, Greencastle, Natural Sciences, &c.

Prof. G. W. Loomis, Indianapolis, Vocal Music.

Miss Amelia Brown, Evansville, Primary Instruction by Object Method, and Vocal Gymnastics.

Mr. M. R. Barnard, Indianapolis, Arithmetic, Reading, Theory and Practice.

Mr. Daniel Hough, Indianapolis, Arithmetic, Map Drawing, &c.

Mr. D. E. Hunter, Shelbyville, Map Drawing, &c.

Mr. James G. May, Salem, Arithmetic, Reading, &c.

Mr. E. P. Cole, Bloomington, Reading, &c.

Mr. J. A. Peasley, Columbus, Ohio, Penmanship.

Mr. S. D. Waterman, Greencastle, Indiana, Free Gymnastics.

Mr. William Mendenhall, Richmond, Arithmetic.

### LECTURERS BEFORE THE INSTITUTE.

Hon. G. W. Hoes, Indianapolis.

Prof. B. C. Hobbs, of Richmond.

Prof. S. G. Williams.

Prof. Joseph Tingley.

Prof. A. M. Gow, of Evansville.

Mr. M. R. Barnard, Indianapolis.

## COMMITTEES.

*Committee of Arrangements*:—Messrs. T. A. Steele, A. T. McCoy, H. H. Marley, A. M. Danely, William Giles.

*Ladies' Committee on Special Resolutions*:—Misses Maggie C. Irwin, Nettie Ewing, Mollie M. Mitchel.

*Committee on General Resolutions*:—Messrs. W. P. Pinkham, J. K. Howard, and Misses J. E. Bullard, Lizzie Hogshead, Sarah L. Hatfield.

## COUNTIES REPRESENTED.

Lawrence, 23.	Monroe, 13.
Putnam, 9.	Orange, 6.
Marion, 6.	Washington, 4.
Vanderburg, 4.	Floyd, 3.
Gibson, 3.	Clarke, 3.
Greene, 2.	Wayne, 2.
Knox, 1.	Crawford, 1.
Boone, 1.	Harrison, 1.
Ohio, 1.	Pike, 1.
Vigo, 1.	Hendricks, 1.
Owen, 1.	Montgomery, 1.
Shelby, 1.	

## STATES.

Indiana, 87.	Illinois, 3.
Iowa, 1.	Ohio, 1.
New York, 1.	Kentucky, 1.

## SUMMARY.

Number of States, . . . . .	6
Number of Counties . . . . .	23
Number of Instructors, . . . . .	12
Number of Lecturers, . . . . .	6
Number of Ladies . . . . .	54
Number of Gentlemen . . . . .	40
Total number in attendance, . . . . .	94
Average number of Ladies belonging to the Institute . . . . .	39
Average number of Gentlemen belonging to the Institute . . . . .	24
Whole average number belonging to Institute . . . . .	63
*Average daily attendance . . . . .	60

## LECTURES.

As all the Lecturers were of our most experienced Educators, their lectures contained just such information and encouragement, as teachers most need. The lectures were mostly at night, and were well attended by both teachers and citizens.

**NOTE**:—Through an error of the Secretary, the Average Daily Attendance of the Institute appears incorrect in the published Catalogue. It should be sixty, not forty-eight.

## INSTRUCTION.

The most improved methods of government and instruction were given. There was no merely theoretical teaching, and most of it was by class drills, All the instructors being thorough and accomplished teachers, and having had an extended experience, such methods only were presented as have stood the test of the school-room; hence, the teachers received such knowledge only as will be of practical use.

A lively interest was taken by all in every exercise of the Institute, all being prompt to perform their duties, and very few being at any time tardy.

Though the attendance at the Institute was not large, yet it was of the active working class of professional teachers, who knew what they were there for; consequently, the Institute, making up in the character of the teachers, what it may have lacked in numbers, was an entire success.

## HOSPITALITY OF THE PEOPLE OF MITCHELL.

All the ladies received free board, and the gentlemen received theirs at reduced rates. The citizens of the town contributed to the enjoyment of the teachers in every possible way.

## PICNIC.

On Saturday, the 25th, the members of the Institute, with an equal number of citizens, who furnished conveyance, joined in a Picnic excursion to Hamer's and the Swance Caves, an interesting and picturesque locality, about three and half miles from the town. The day was profitably and very pleasantly spent in exploring the caves, and in rambling over the hills collecting curiosities, and specimens in Natural History. All returned at night-fall, feeling that it is only a few times in one's life that a day may be so pleasantly spent.

## SOCIABLE.

On the evening of the 28th, a Sociable was held in the Academy, where suitable music and refreshments were furnished, and arrangements for promenading made. The evening was spent in general sociability, in which the citizens joined hearts and hands with us. Sociability between the teachers themselves, and between them and the citizens, was one of the distinctive characteristics of our Institute.

## RESOLUTIONS.

A resolution of thanks by the ladies, to the Committee of Arrangements, for kindness and courtesy shown them.

One to the citizens of Mitchell for *special* favors received by them.

#### GENERAL RESOLUTIONS OF THANKS.

To the citizens generally, for their hospitality and sociability.

To Mr. G. W. Anderson, Rev. T. A. Steele, Mr. H. H. Marley, S. Moore, and A. T. McCoy, for untiring efforts in behalf of the Institute.

To the Superintendent and Secretary, Miss Amelia Brown, and the able corps of Instructors and Lecturers, for their labors in the educational cause.

To the different Railroad Companies of our State, for their liberality in passing us over their roads at half fare, (except that of the Ohio and Mississippi Road which chose not thus to bestow favors.)

To the Trustees of the Baptist Academy for its use.

The Institute closed at noon on the 31st, all feeling that valuable friends had been made, and a profitable and pleasant session spent together.

W. A. BEST, *Secretary*.

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#### INDIANA STATE NORMAL INSTITUTE—No. 2.

SHELBYVILLE, IND., Aug. 27, 1868.

According to the arrangement of the Committee of the State Teachers' Association, State Normal Institute No. 2 met in the Public School Building at Shelbyville, G. W. Lee, of Charlestown, Superintendent.

J. K. Watts, of Attica, was appointed Secretary; G. C. Gantz, of Owen county, Assistant Secretary; and R. F. Brewington, of Vevay, Treasurer.

The principal instructors, during the first week of the Institute, were S. G. Williams, of Ithaca, N. Y., in Spelling, English Grammar, and School Organization; M. R. Barnard, of Indianapolis, in Reading, Arithmetic, Geography, and Theory and Practice.

Mr. Bowler gave some instruction in Geography, and Mr. Kimball in Allegation and History.

Supt. John Hancock, of Cincinnati, occupied a short time on Discipline; also Supt. A. M. Gow, of Evansville, on Recesses, taking the position that recess, as usually given, is an injury to the schools, physically, intellectually and morally.

Many teachers preferring to spend Saturday in the school building, had a most profitable and pleasant day, Mr. Brown furnishing amuse-

ment and exercise in gymnastics, and Mr. Kimball, of Laporte, giving very valuable instruction in square and cube root.

During the second week the principal instructors were Miss N. Cropsey, of Indianapolis, Primary Instruction; Daniel Hough, of Indianapolis, History, Composition, Geography, and Map Drawing; J. A. Peasley, of Columbus, Ohio, Penmanship; Geo. B. Loomis, of Indianapolis, Vocal Music; and Prof. J. Tingley, of Asbury University, Physiology and Chemistry.

Throughout the Institute E. F. Brown, of Richmond, gave instruction in Free Gymnastics.

A paper, edited by members of the Institute, was read from time to time.

The Self-Reporting System, among other matters of importance to teachers, was discussed during time of miscellaneous business.

In addition to the daily sessions of the Institute, public (evening) lectures were delivered in the different churches by Prof. S. G. Williams—subject: Patrick Henry; Hon. Geo. W. Hoss—subject: Literature of the Bible; Prof. John Hancock—subject: Education; Rev. J. J. Smith—subject: The Tongue and the Pen, or the Power of Language; Rev. J. R. Phillips—subject: Self-Culture; Prof. Barnabas Hobbs—subject: Education; also a Scientific lecture in the Court House by Prof. Tingley—subject: Chemistry of Geology.

We are glad to be able to report the Institute a *success*. The interest manifested on the first day by a large attendance, and an earnest attention given to every subject which our able instructors presented, increased rather than abated, to the close of the Institute.

There were in attendance one hundred and thirty-six teachers, many among the most prominent in the State. There were represented, of our own State, thirty counties. Five other States were represented, viz: Ohio, Kentucky, Illinois, Iowa and Minnesota.

At the close of the Institute Mr. A. C. Warren, Chairman of Committee on Resolutions, reported the following, which were adopted:

*Resolved*, 1. That the members of State Normal Institute No. 2 return their sincere thanks to the citizens of Shelbyville, and Committee of Arrangements, who have so kindly entertained us, for their many acts of courtesy during the sessions of the Institute.

2. That we tender our thanks to the Superintendent and other officers of the Institute for the very satisfactory manner in which they have discharged the arduous duties devolving upon them.

3. That our thanks are due the corps of able instructors who have labored in the Institute, and that we will, as far as practicable, introduce into our schools the modes of instruction as given in the various departments.

4. That the thanks of the Institute are due, and are hereby tendered, to the trustees of schools and churches of this place, who have so liberally opened their doors for the benefit of the Institute.

5. That we hereby express our obligations to such railroad companies as have promoted the objects of our Institute by returning its members free of charge.

6. That we acknowledge our obligation to Benham & Co., of Indianapolis, for the use of their organ during the session of the Institute.

7. That it is the duty of the teachers of this State to read and labor for the support of the INDIANA SCHOOL JOURNAL.

8. That we tender a vote of thanks to the Commissioners of Shelby county for their liberal appropriation to the Institute for the purpose of defraying its expenses.

GEO. W. LEE, *Superintendent.*

JNO. K. WALTERS, *Secretary.*

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### INSTITUTES.

The Owen County Institute, held at Bloomfield, Sept. 7 to 12, inclusive, enrolled 80 members. Four evening lectures, one by the Superintendent of Public Instruction. A handsome list of subscribers was obtained for the JOURNAL. Judging from what we saw, Green county is moving in earnest.

The Owen County Institute, held at Spencer, enrolled 63 members. It resolved in favor of Institutes and the INDIANA SCHOOL JOURNAL. Wm. Travis, of Clay county, was Superintendent.

The Perry County Institute resolved, 1. In favor of a law compelling teachers to attend their respective county institutes; 2. In favor of a distinction in grade of license of teachers attending and those not attending; 3. In favor of equal wages for equal ability and equal service, irrespective of sex. D. E. Hunter was Superintendent.

The Harrison County Institute, held at Corydon, enrolled fifty names, by far the largest number, says the Secretary, ever enrolled in the county.

The Clark County Institute, held at Charlestown, under superintendence of Examiner Lee, enrolled 112 names, average attendance 88. The Institute was pronounced "a splendid success." A large subscription list was sent to the JOURNAL. This is clearly one proof of progress. Many thanks for same. Friend Lee, please repeat occasionally or oftener.

The Gibson County Institute, held at Fort Branch, under the supervision of Examiner Stillwell, enrolled 92 members. The Institute resolved in favor of equal compensation for equal services; in favor of the SCHOOL JOURNAL, professional works on education, and attendance at Institutes. The report shows that the Institute was a success.

The Jefferson County Institute, held at Madison, under the supervision of the Examiner, Pleasant Vernon, enrolled 115 members—



The Secretary says it was by far the best Institute ever held in the county. The Institute resolved that teachers who absented themselves from the Institute deserved *censure*. It further resolved in favor of the SCHOOL JOURNAL, and against tobacco. [So may it be. If the entire body of teachers were firmly to oppose tobacco, the next generation would in the main be free from this plague.]

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### METEREOLOGICAL REPORT.

From Indiana State University, for the Month of September, 1868.

Mean Temperature,	- - - -	61°.99
Maximum Temperature,	(12th, Saturday)	80°.8
Minimum Temperature,	(26th, Saturday)	34°.8
Warmest Day,	(12th, Saturday)	73°.80
Coldest Day,	(25th, Friday)	44°.73
Barometer, Mean Height.	- - - -	29.217 in.
"    Highest,	(17th, Thursday)	29.597 in.
"    Lowest,	(4th, Friday)	28.879 in.
Relative Humidity, (1.00 denotes entire saturation)		80
Cloudiness, (10 denotes complete obscuration)		5
Wind, Miles per hour, (Robinson's Aneometer)		1.76
Prevailing Wind, South-West.		

The Rain Gauge having been destroyed by fire, the amount of rain was not estimated.

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### DEDICATION AT MADISON.

On the 19th of September, the city of Madison dedicated her new High School Building. We are not furnished with a description of the building, farther than in general terms, that it is tasteful and commodious. The ceremonies of the occasion, and the style of the building, are warmly commended by the *Madison Courier*. The following is the closing paragraph concerning the Building, Trustees, Teachers, and Pupils:

"Madison may be justly proud of her new High School, her energetic Board of Trustees, and efficient corps of Teachers. And we confidently predict that no school in the State contains as many pretty girls and fine looking boys, as the Madison High School this session."

We are gratified to be able to chronicle this element of advancement in the material interest of these schools. Though Madison has

not, within the last few years, moved as vigorously as some other cities in the State, she deserves credit for early vigor. She moved vigorously when it was not so popular to be vigorous. She opened her Public Schools in 1852, immediately after the adoption of the New Constitution providing for the present system. Under the able Superintendency of Mr. Charles Barnes, she for several years stood in point of buildings and general efficiency, among the first cities, if not the first city, in the State.

We hope to hear that this handsome High School House is soon to be followed by one or more new commodious ward houses.

**COLLEGE OPENINGS:**—Judging from the facts before us, the Colleges are opening with an unusually large number of students. On October 3d, about the end of the second week of the present session, three prominent Colleges of the State had enrolled the following number of students: Asbury University, 255; by far the largest portion of them, being, as we are informed, in the regular College classes.

State University, 215; 180 in the College classes.

The North Western Christian University, 132; the number in the College classes not known.

Facts kindred to the above, would always be welcomed for the Journal, if friends would be kind enough to transmit.

**STATE UNIVERSITY:**—The Trustees of the State University, are in conference with General Long, of Ohio, for the purpose of securing his services as Military Instructor in this Institution.

It is proposed that he be detailed by the Military authorities, for this special work, consequently it is hoped that his salary will be chiefly, if not wholly, paid by the General Government.

By next issue, we hope to be able to announce the result of the Board's efforts in this matter.

**ASBURY UNIVERSITY:**—From the Educational column of the *Putnam County Banner*, we learn that the contracts are about being let for the erection of the new College Building of Asbury University. It is estimated that this building will cost near \$75,000. This is a grand onward stride in the life of this vigorous and growing institution.

**MATRIMONIAL:**—On September 24th, at the residence of Hiram Hadley, in Richmond, Miss Eliza B. Fulghum, one of Indiana's ablest female teachers, was married to H. Clarkson. Thus another of our profession is gone; and thus one by one they go, smitten by the fatal darts of the inexorable cupid.

Dear Friend of other days, my sincere hope is that the cares of thy life may be few and light, and thy joys many and bright, resting like sunshine on thy path, as it stretches away through the coming years.

## FROM ABROAD.

MASSACHUSETTS.—Dr. Hill has recently tendered his resignation of the Presidency of Harvard University.

OHIO.—This State is to have another educational journal, called "*The National Normal*," which is to be published at Cincinnati, by B. H. Holbrook.

NEW YORK.—The New York Female Medical College at its last commencement graduated eight students. Next term opens Nov. 2. Dean of Faculty, Mrs. C. S. Lozier, M. D., New York.

MICHIGAN.—Dr. Haven, President of Michigan University, in his recent report to the Board of Regents, argues in favor of the admission of female students to the University. We can say to our Michigan friends, come on, Indiana being ahead in this count, she having opened her University to young ladies more than a year ago.

AGRICULTURAL COLLEGES.—The following States have put Agricultural or Mechanical Schools and Colleges in operation in pursuance of the act of Congress granting lands for the same: Massachusetts, Connecticut, Rhode Island, New Hampshire, Vermont, New York, Pennsylvania, Maryland, New Jersey, West Virginia, Kentucky, Michigan, Illinois, Wisconsin, Iowa, and Kansas. Seven of these schools are connected with pre-existing Literary Colleges, namely: Massachusetts, connected with Amherst; Connecticut, with Yale; New Hampshire, with Dartmouth; Vermont, Vermont University, at Burlington; Rhode Island, Brown University; Wisconsin, Wisconsin University; New Jersey, Rutgers College; and Kentucky, the State University. The remainder form independent Schools or Colleges, some three or four of them being incorporated in pre-existing Agricultural Schools or Colleges.

It is hoped that these facts as presented by other States may, in some degree, aid Indiana in reaching safe conclusions on this important subject.

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PUBLISHERS DEPARTMENT.

We call special attention to the advertisement, of the Indianapolis & Columbus Railway line.

In addition to the regular line from Indianapolis to Columbus, the company have recently consolidated the road, running from Richmond and Cambridge City, with this. Thus by making close connection, they afford an excellent route to Chicago. They now run from Cambridge to Chicago, without change of cars. The early morning train also connects at Columbus with Cleveland.

As will be seen by an advertisement in the present number of the JOURNAL, Messrs. Kirkland & Co., of Cincinnati, have opened a School Teachers' Agency. They propose to furnish employment to teachers applying for situations, and those desiring to employ teachers, with the information they may require in order to secure them.

The references they give are first-class. From the blanks we have received from them, we would judge that their business was well systematized.

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## **TEACHERS WANTED AND SUPPLIED!**

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## **INDIANA STATE UNIVERSITY,**

**BLOOMINGTON, INDIANA.**

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Faculty consists of **REV. C. NUTT, D. D.**, President, and eight Professors, and two Tutors. Preparatory Department, abolished. Provision has, however, been made for the Senior Class in this Department for the coming year. New Students desiring admission to this Department must pass an Examination in Orthography, Reading, Writing, Arithmetic, English Grammar, Latin Grammar and Reader, Ancient Geography, and American History.

**Tuition Free for all! including Instruction in Modern Languages and Theory and Practice of Teaching.**

Janitor Fee, \$3 00 per Term; Boarding from \$3 00 to \$4 00 per Week. Total expenses per Annum, not over \$200. Many Board themselves at a cost of from \$1 50 to \$2 50 per Week.

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Terms begin as follows:

**First Term.....September 17th, 1868.**

**Second Term.....January 2d, 1869.**

**Third Term.....April 9th, 1869.**

**Law Term.....November 8th, 1868.**

Ladies are admitted on the same terms as young men in all the College Classes, but not in the Preparatory Department.

For further information address,

**REV. C. NUTT, D. D.,**

*President of the University,*

**Bloomington, Indiana.**

**WM. HANNAMAN,**

*President Board of Trustees.*

# INDIANA SCHOOL JOURNAL.

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## DUTIES OF THE STATE IN REGARD TO HIGHER EDUCATION.

REV. CYRUS NUTT, D. D., PRESIDENT STATE UNIVERSITY.

Of the importance of collegiate and university education, it is not necessary now to speak. All conversant with human affairs feel it—know it. No sooner has any people emerged from barbarism than it recognizes the necessity of higher institutions of learning. Alfred the Great had scarcely expelled the Danes, and settled the affairs of his kingdom, when he founded the University of Oxford. The Pilgrim Fathers had not yet entirely removed the forests from the spot on which they landed in New England, before they laid the foundations of Harvard, at Cambridge. The New Haven colony, even before they had completed their rude cabins, established an institution of learning. Each inhabitant was required to contribute a peck of corn, per annum, for its support. This was the origin of old Yale, since so famous among the colleges of America.

In the settlement of each new State in the West, steps have been promptly taken for the establishment and support of colleges and universities. The institutions of learning springing up everywhere throughout the land clearly show the estimate placed by the people upon higher education. Indiana is no exception. Her State

University, and the universities and colleges established by different religious denominations, were they sufficiently endowed, would afford an abundant supply for the entire demand for higher education.

But what is the duty of the State in regard to this department of education? This is a question of the greatest practical importance. Should the State establish, support and control colleges and universities, or should higher education be left wholly to the different religious denominations? On this subject there may be some diversity of opinion. Some affirm that the State should not undertake the management of such institutions. Such education, it is alleged, can better be furnished by the various church organizations. THE OBJECTIONS urged against State institutions will be noticed hereafter.

It is now generally conceded that the government should provide common school instruction for all the children of the commonwealth. This, however, was formerly strongly contested, and it required long years to educate public sentiment up to this point. It is a significant fact that the same arguments now urged against State Colleges and Universities were, some years ago, urged against a State system of public schools. As these arguments have been proved to be invalid in the latter case, so will they be found futile when applied to higher education.

The educated minds of a nation will originate its policy and government and control its destiny. In what institutions ought these governing minds be educated? Should it be in State Colleges and Universities, or in those belonging to the different religious denominations? These have done nobly in the cause of education and are deserving of all praise; nor would we detract aught from the high reputation which their institutions of learning enjoy, or lessen the influence which they wield. We would not say to their friends, "slacken your efforts," but, on the contrary, we would commend their zeal, and urge them to still greater exertion in their noble cause.

But should these institutions exclude or supercede the necessity of government Colleges and Universities? We think not any more than private, individual or parochial schools should usurp the place of the public school system. Many reasons confirm this opinion, some, among which are the following:

1. The permanent and dominant influence which higher institutions of learning exert over the minds of their students is well understood. To gain the advantages of such influence is the motive for those strenuous efforts made by the various denominations to establish and support their own church Colleges and Universities. In these they wish to educate their own children, and as many others as they can persuade to attend, fully believing that the denomination which educates the greatest number of the youth will hereafter wield the greatest influence in the community. Now all those educated at these sectional Colleges and Universities must receive a strong bias in favor of the particular church to which their "*alma mater*" belongs. This, none will pretend to deny. This bias enters their very nature, and becomes a part of their being. The son has an affection for his mother, which he can have for no other human being. The *Alumnus* feels through life a very strong partiality for his College and its sect, perhaps stronger than he can possibly feel for any other College or sect. State Institutions will, doubtless, impress the minds and hearts of their students in like manner, but with this difference, their prepossessions will not be partizan or sectional, but general, embracing the whole commonwealth, whose fostering care they have enjoyed. They become the *alumni*, the sons of the State. Having enjoyed her bounties they feel obligations arising from this relationship, and gratitude combines with patriotism to render them good citizens, and faithful and energetic public servants. Indebted to their country for much that has contributed to their success in life, their social standing and influence, they will never consent to sacrifice that country upon the altar of sect, party or denomination. Their plans and enterprises will be comprehensive and liberal.

All their sentiments and sympathies will be based upon broader principles, rendering them firm pillars of State.

2. While the graduates of the State Institutions must regard themselves, in some degree, the property of the State, the State likewise has a claim upon them which she has not upon those educated in sectarian institutions. She has a right to expect more from them; and she will look to them in preference to others for public services. A band of well disciplined and noble young men are thus raised up, strong in virtue and wisdom, on whom the government may rely in every emergency. The great importance of educating the youth in government institutions is a thought by no means new in the world.

Prominent among the ancient Persians was the system of public education for their young men. From boyhood to mature years they attended the State University, in which all their powers, physical, mental and moral, were thoroughly trained and developed. Educated in this, their State institution, they, under the leadership of Cyrus, conquered the world, and established the second great universal empire. The Greeks held similar views. Their most distinguished philosopher, Plato taught the same doctrine in his Utopia, or Model Republic. The Spartans put it in practice in their public institutions which were designed to make their young men invincible warriors. In these were educated "Leonidas and his three hundred!" The monarch mind of modern times, the immortal Bacon, in his Atlantis, makes his model nation provide for the education of its youth in institutions of learning, founded and controlled by the government. Plato, indeed, carried his principle so far that he recommended "that all the children should at an early age be separated from their parents and placed under the care of the State to be brought up in the government schools, lest filial affection should interfere with their patriotism." He was, doubtless, mistaken in his philosophy of the human mind, but he was right in his estimate of the importance of social and civil duties. Where such minds as those of Plato and Bacon, gifted with penetration so deep and searching thus agree in questions of



civil polity, their views deserve the profound consideration of rulers and statesmen.

3. Public education forms a strong bond of national union. The need of such a bond of union is well known to every statesman. We had, up to the time of the recent rebellion, scarcely any bond of national union. The general government was so far removed from the people that it attracted little interest, except when a president was to be elected, and a quadrennial distribution of the "spoils" was to be made. Municipal affairs are managed by the State Legislatures. The home interests, and all that immediately concerns the masses, concentrate in the State capitals. One of Indiana's most honored statesmen, in a public speech delivered in 1854, remarked, "your true interests are your home interests. If you have a wise man in your county, make him president of your agricultural society; if you have another, make him county commissioner; and if you have a fool, send him to Congress. You have little or no interest in national affairs." The prevalence of like sentiments led to secession and our terrible civil war. In the Federal Union, each of the States, "*an imperium in imperio*," constitutes a community by itself, and controls directly the individual citizen. Hence, not like the sun with his attendant planets, held in their places by the paramount influence of the central orb, the American Union is a constellation composed of stars of equal magnitude. Our greatest peril consists in the liability "that the equilibrium should be disturbed—in the wandering and dispersion of the distant stars. This came very near overwhelming the nation in most direful ruin.

We need, then, more great national institutions, in which the interests and affections of the whole people, from the Lake of the Woods to the Gulf, and from the Atlantic to the Pacific Oceans shall center; and which shall bind in one every section. From this fearful peril of disintegration, foreseen by Washington, we have recently been saved by the sacrifice of half a million of lives, and eight billions of dollars. Not our National Union alone is thus endangered, but our State govern-

ments, and all authority are threatened with subversion, through the excess of individualism. Sectionalism, when fully developed, must end in anarchy, and anarchy must end in despotism. All free governments of former times have finally sunk for the want of power. The masses have overborne the fabric of authority, and the broken fragments have gone down in the tide of popular uprisings.

The tendency of the age has hitherto been toward the excess, individualism. Individual rights and individual liberty have been taught and urged by political demagogues so long that the people have almost forgotten the restraints of good government, and all social obligations. The motto once so popular, "The world is governed too much," may be carried too far. It may not be governed at all. All restraints may be removed; then anarchy follows, and every one becomes a tyrant to the extent of his power. Violence and crime walk abroad unpunished and unrestrained. No one's life or property is safe, and the mob executioner of to-day becomes the mob victim of to-morrow. A reign of terror is inaugurated, from which shelter is gladly sought under the rule of some military chieftain, who holds the power to protect them by suppressing the mob and punishing crime, thus restoring law and order. There must be government in some form, or society is at an end. To preserve a free government, there must be community of feeling and bonds of union, which cement the whole in one body politic.

State institutions of learning, where the youth of all classes, parties and sects come together, reciting in the same classes, to the same professors, and mingling in the same literary societies and re-unions, tend to allay prejudice, smooth asperities, annihilate sectional biases, and promote the harmony and fraternity of the whole commonwealth.

POWERS AND DUTIES OF SUPERINTENDENTS OF  
PUBLIC SCHOOLS IN CITIES AND TOWNS.\*

BY J. M. OLCOTT.

The latitude and the longitude of the powers and duties of a Superintendent of a town or city school are by no means well defined. His powers are delegated by the Board of Trustees, of whom he is an agent. His duties are limited by the highest standard of perfection to which it is possible to elevate his schools.

He is to perform the functions of a Legislator, of a Judge, of an Executive, of an Advocate, of a Financier, of an Inspector, *and of a Teacher.*

As a Legislator he is to devise ways and means of securing the best uniform discipline, *invent* rules and regulations with special adaptation for the government of the schools over which he is the presiding genius, so as to secure a gentle, genial, but all-pervading and equalizing disciplinary influence—an influence that will sustain and encourage whatever is *well* done, and gradually but effectually apply the needed remedy wherever there is a demand for amelioration or reform.

As a legislator he is to contrive means of securing that regular and punctual attendance at school essential to efficiency; *make rules* that will prevent truancy, secure continuity of attendance, and prevent general carelessness on the part of the pupils.

As a legislator he is to frame a judicious course of study for the guidance of both teachers and pupils, and to indicate by law improved methods of instruction.

In his judicial capacity the superintendent of city and town schools is somewhat vicarious. Indeed he may be called a vicarious agent or officer, and yet he is usually invested with authority to hear and determine causes, and to administer justice according to law. At times he is the court, again he is the judge-advocate, and he may be umpire, arbitrator or referee. In any event he is to *determine* upon inquiry or deliberation all cases of severe

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\*A Paper read before the Convention of Superintendents of City and Town Schools, and published on request of same.

discipline inflicted by any one of his teachers ; to decide all cases of conflict between pupils and teachers or between the parents of pupils and teachers ; to discriminate in questions of doubt concerning truth, justice, propriety or expediency in all cases pertaining either to the matter or method of instruction in each of the several grades of departments of his school ; and to penetrate the depth of science, art or literature in all cases of learned disputation. In a generic sense, therefore, the Superintendent is possessed of judicial as well as legislative functions.

As an executive officer he is to enforce the rules and regulations adopted by a board of trustees, through numerous agents, the teachers, for whose every act the Superintendent is responsible ; to carry into effect rules prescribing the duties of teachers, the obligations of parents and pupils ; to administer the general law of the land pertaining to the admission and expulsion of pupils to or from the school, and to execute all orders issuing from the proper authorities concerning the conduct of the schools. As an executive officer he may legitimately exercise the pardoning as well as the *veto* power.

As an advocate, the Superintendent of town or city schools has an open field. It is his duty to impress upon parents, guardians, school officers and pupils, the transcendent importance of education ; to convince the people that an education is the richest earthly heritage they can confer upon their children, and that without it they must commence and continue the work of life at an immense disadvantage. He is to do the work of educational *revivalism*, arouse the slumbering convictions of parents as to the importance of education, and see that the active efforts of the people in the school cause are directed in the most profitable channels. It is his duty to be familiar, not only with the general principles or science of education, but with the details of school organization, school discipline and methods of instruction, and by his practical common sense and knowledge of the passions, prejudices and cross-currents of society, to induce the people to be guided by the results of his own experience and knowledge. He may urge the importance of regular and

constant attendance at school; show the great advantages of pursuing a regular prescribed course of study; explain to parents the nature and extent of the education required by the interests of their children; and to arouse a general enthusiasm on all school subjects among *all classes* of citizens.

A man of great activity, large information and good judgment is required to fill this office in the parts of his duty already mentioned; to such a one then may safely be trusted the high duties of a financier. As such he is to advise the board of trustees as to judicious expenditures in the management of the schools; urge the *inexpediency* of employing cheap and incompetent or unfaithful teachers; show that true economy points to the better qualified and more competent at a higher salary call for the purchase of such apparatus and appliances for the school as are needed and no more.

It is his duty to keep a constant watchfulness over the running expenses of the school; to inform the board of trustees in advance when the good of the school will demand certain additional expenditures from the ratio of increase and advancement; to devise, as far as possible, ways and means of meeting the same with the least possible burthen to tax-payers; and *constantly* to guard against the *waste* of money drawn by law from the hands that have earned it by hard industry and toil.

As an inspector he is to examine the modes of discipline and the management of all the schools; to give special attention to the methods of instruction; and to protect the scholars from a species of quackery in education—the most miserable of all kinds of delusion—a quackery that drugs and debilitates the mind, and produces a depraved condition of soul leading to all other delusions.—As an inspector he is to examine the condition of the house and grounds, of the books, desks, furniture and apparatus; the registry and the attendance of pupils, their classification and advancement; and to give full and correct information to the board of trustees, and to the patrons and supporters of the schools, on all matters pertaining to the conduct thereof, as often as is required.—

He is to examine all candidates for promotion to higher grades, and cause the proper transfers to be made without loss of time to the pupils. He is to *know* that all teachers are prompt in the discharge of duty, and that the daily programme and course of study is completely and *thoroughly executed*.

As a *teacher*, the Superintendent must stand in the front ranks of his profession; not hesitating to lay hands upon any grade of classes for the purpose of conducting a model recitation for the guidance and instruction of his teachers. He must be so familiar with methods of discipline, and *possessed* with such a knowledge of human nature, that he can readily lead others through difficulties and desert places so frequently encountered in the government of children. He must feel it his *duty* to keep himself fully informed of passing events, so as to be in *complete sympathy* with the great community of those who are living in the same age, in order to prepare others in all the elements and forms of a right educational *out fit for life just as it is*.

As a teacher he needs to grow continuously and rapidly in knowledge and general scholarship, and all the inward augmentations of power; to become so thoroughly imbued with the true spirit of progress that all about him may feel the influence of a leader in spirit as well as in form—a living, active, zealous guide to the great things of heaven and earth.

It is his duty as a teacher to lay hold of the working forces of our educational system with lofty purposes in view, determined to take possession of its broadest and richest fields, and to scale its grandest heights, his own scholarship *swelling* and rising upwards continually.

The greatest influence which any man exerts upon others is the influence of which he is insensible—the influence of character, of one soul directly upon another; exhaled in the breath; streaming through the eyes; rising up out of the *deep* and secret fountains of the heart; and finding its way through the most subtle and invisible channels, into the hidden recesses of others' being.

*Character! Unconscious Influence!* blending with it the results of thought, of experience, science, art, enterprise, and all forms of goodness that is of the highest and most enduring *type*, flowing forth in a full and continuous stream from a cultivated and commanding intellect—*these* are some of the influences which it is the duty of the Superintendent to exert as a teacher among teachers, and the taught, and to attain to some such heights by self-culture his duty as a Superintendent.

But to be specific, the powers of a Superintendent are usually defined by the board of trustees by whom he is elected or appointed. On this account there is no uniformity of specific duties. Some boards depute to the Superintendent *plenary* powers, *i. e.* whatever authority or power is delegated to them by the State creating the board. Others reserve certain powers and privileges to themselves, such as the power to exclude pupils from the school for bad conduct; the right to designate teachers whom they employ, &c., &c.

As the organic law for the State of Indiana does not directly recognize the office of Superintendent of town or city schools, by specifically defining the powers and duties of such an officer, it follows that his powers must be various because derived from various local authorities—and dependent upon the action of such authorities—while his duties are still more various, depending not only upon the action and wisdom of various local authorities, but also varying with the size of the corporation. Specifically we can therefore say but little of his *powers*. Of his specific duties there is room for some speculation. In large cities it is clear that the whole time of the Superintendent should be devoted to the work of superintending. In very small cities and incorporated towns a very considerable portion of his time may and ought to be devoted directly to the work of teaching.

While physical, mental and moral development are largely dependent upon the suitable exercise of the appropriate organs and faculties of the body and mind, it is equally true that *too much* exercise actually debilitates. So, likewise, while proper superintendence is essential to



the prosperity and usefulness of every school, *too much* superintendence actually weakens its *efficiency*. Digestion may be slightly deranged—Nature requires a very little assistance—but too much doctoring will cause still greater derangement and discouragement, resulting finally in death. So the teacher may require a very little assistance from the Superintendent, but too much superintendence deranges the work of the teacher, discourages both pupils and teacher, and finally results in demoralization—*intellectual extinction*.

In a town school composed of from three to four or five hundred pupils, in a single building, the Superintendent is simply a Principal and should be so styled. One-half of his time should be devoted to regular class recitations. Three hours a day is quite time enough to devote to the general superintendence of a school of this grade.

But what are these specific duties? still recurs. What is the Superintendent to do? I do not think he ought to devote much of his time to the examination of individual cases of tardiness or absence from school, until all such cases have been first examined and reported upon by the teacher—he attending only to the incorrigible. The teachers should be held responsible for the regular and punctual attendance of pupils, subject to the rules and regulations adopted by the board of trustees or prescribed by the Superintendent. The same is true with regard to school government. Teachers must govern their own schools, in their own way, subject to the prescribed regulations and general directions of the Principal or Superintendent, at liberty, only in cases of incorrigibility, to call for assistance.

He that leans upon crutches continually has no power to sustain himself when the props are taken away. The teacher that continually calls upon the Superintendent to regulate tardies, absences, or cases of bad conduct, has no power (*per se*) in the school-room. He should rely upon himself for all these things, reporting to higher authority.

We have said the Superintendent should prescribe a regular course of study. By this we do not mean a course



of "study on paper," *merely*, made to glitter afar off like the pure metal, on account of its highly polished surface words, that never was intended for use, but a course of study that is practical, that can be worked out by his own teachers in his own school. This is a specific duty; and to grade his school economically under such a course, seeing that it is thoroughly taught in every grade and every department, is also one of his specific and positive duties. To subject all the scholars in their respective branches of study to frequent and rigid examinations, making promotions as often as possible, consistent with thoroughness and efficiency, is another specific duty, and one that requires the constant exercise of sound judgment coupled with great industry and perseverance.

To know the exact status of every class in every grade of study under his supervision as often as once per month, is by no means an easy task, and yet *this* is one of the specific duties of a Superintendent. To examine, not for the purpose of show, not for the purpose of commending or criticising either the teacher or pupils unduly, but for the higher purpose of advancing in letters and harmonious development every child in the class with impartiality and exact justice, is a work in which the ablest of us may justly feel ourselves exalted when able to approximate fairness.

It is the duty of a Superintendent to study harmony. He should studiously avoid giving undue prominence to any one branch of study or disciplinary requirement. He should be enthusiastic in all things, but an *enthusiast* in nothing. It is his duty to avoid making a hobby of reading, of spelling, of arithmetic, of phonics, of object-teaching, of gymnastics, of map-drawing, of formality, of per cent. of attendance, or anything else.

Teachers, as a general rule, and it is but natural, will push whatever branch of study or disciplinary requirement the Superintendent seems to manifest the most lively interest in, oftentimes to the detriment of other things of infinitely more value to the learner. If the energies of a Superintendent are devoted to securing the highest possible per cent. of attendance as an *end* for

which schools are established, his community of teachers and pupils are likely to be seized with malignant "Percentage on the Brain," epidemical in character, and dangerously *feverish*.

In the same way arithmetic may get on the brain, object-teaching, spelling by sound, gymnastics, school records, &c., &c. It is the *specific* duty of the Superintendent to prevent all these things—to notice the manner and kind of instruction in each branch of the curriculum, and the degree of interest awakened and attention secured in each class recitation, *and* then in the true and magnanimous spirit of one thoroughly identified with all the vicissitudes and trials of school life, let him commend where it is proper to do so, and offer criticism plainly given where necessity requires it.

Another important duty of the Superintendent is the efficient management of a Teachers' Institute. Teachers connected with the same school must meet together frequently for the purpose of comparing notes, for mutual instruction, and to receive instruction and drill by the Superintendent. In the discharge of this duty, perhaps, more aspirants fail than in any other. The reason is obvious: In convening a corps of experienced teachers for Institute work, the ability, the skill, the experience, the tact, the knowledge, the power and the influence of a Superintendent is put to the severest test. Here he must stand in bold relief as a master workman, or eventually yield the helm to one more worthy to be crowned.

As the true teacher is ever intent upon stimulating his pupils, in all possible ways, in season and out of season, so the constant efforts of the Superintendent should be to get each teacher *vigorously at work* for his own *self-culture*.

Whatever the mind of the teacher is, that he will, as far as depends on human power, impress upon what he does and those he instructs. The power of mind upon mind in this respect is most wonderful—mind to mind and heart to heart. The Scripture saith: "As iron sharpeneth iron, so does the countenance of a friend his friend."

Whatever new ideas or influences it is possible for him to set in motion *here* in the hearts of his teachers, will flow onward in a continuous stream to the end of time. Great is the responsibility of this part of his work, for here is the secret fountain of its largest issues, for good or evil. Here he should aim to establish, by the exact, comprehensive and critical style of his requisitions, the highest and truest ideals possible in the teacher's mind, of what are true scholarly attainments; of what consists that development; the end for which schools are established.

This is the beginning of instruction in methods of teaching, for *method* must be determined by the character of the object we aim at. Absolute method is one of the essentials of absolute perfection, but unless the end or object aimed at is known, the method can not be understood. It has no meaning. Method in teaching is merely the outward form, while instruction is the substance—it is the shell, while instruction is the kernel; but the kernel determines the form of the shell, not the shell that of the kernel. So method must be determined by *instruction*, the object we aim at. If we aim to so instruct a child as to develop all his powers, a very different method will be required than if we aim simply to communicate facts or load the memory.

We repeat then, Great is the responsibility of this part of his work; for here is a vast fountain of great issues. The faithful performance of this work—which surely is important enough to elicit all the energies of the ablest mind—is too burdensome for clumsy hands. The best talents, enriched by all the treasures of learning and science, can find ample employment for all their resources in this important part of a Superintendent's work with the teachers.

Lastly, it is his *duty* to be conscientious—to speak the truth, to act the truth, to *live* the truth, in order to communicate by example the only basis of a good moral character. There is that in the heart of childhood that responds to the same quality in another. Everything noble and generous, as well as everything *base* and *selfish*

in a Superintendent, may awaken an echo in the hearts of his scholars. He must be *true*, not because it is the best *policy*, or because it may be *rewarded*, but because it is *right*. His duties demand it. He is to be held in some measure responsible for the condition of every school. The duties of the office are difficult as well as important. He is the confidential adviser of the board of trustees, in which interests of great magnitude are involved. He is the teachers' official friend and adviser, to whom they may freely state their trials and difficulties, their points of conscious weakness or strength, and from whom they may receive judicious and timely counsel. He is the children's friend. He may speak to them with interest and profit, provided he is the fortunate possessor of the requisite tact, fertility and felicity of illustration to take advantage of passing events or exercises in the school-room.

He must not only feel *toward* all the pupils, but make them also feel it, that he *is* their personal friend—that he loves them *personally*. His criticisms, whatever they may be, will all be, not of a destructive but constructive influence—not depressing and humiliating, but guiding, inspiring and warming in their style and tone.

From under such searching, kindling treatment a mind of good quality for power, and responsive to it in its moods of feeling, must come forth in the end like gold from a furnace, *seven times* purified, bright and beautiful.

## HOW WORDS ARE MADE.

BY PROF. HENRY N. DAY, OF YALE COLLEGE, CONN.

A deaf-mute was once asked by his teacher why he had done as he had, and was unable to give the reason. Afterwards in narrating the circumstance he wrote: "my teacher wherefored me and I could not because."

That deaf-mute, we must at once admit, had a true genius for language making. There were no words in the English vocabulary to express just what he wanted to express; and he made two new words which expressed his meaning exactly, and which no person understanding the English language could misunderstand. True, there is no rule in English grammar which could have guided him or which even could justify him, for in English we do not as a rule make verbs out of conjunctions. Yet he was governed by a higher law, by the true, natural instinct of word-making, working under its own law. He took a word, which he and they to whom he wrote alike understood—*wherefore*. That word signified the same to him and to them. In using it as the material out of which to make a new word which he and they should understand alike, he retained the same general significance; but he modified it to indicate the new use he was to make of it by uniting with it something different—something which had not been united with it before. Yet this new element, this different thing which he added and by which he made a different word, different in form and different in meaning, was an old element, understood alike by himself and by those to whom he wrote. By adding a well-known sign of inflection, he made a new verb out of an old conjunction.

We do not now in English make verbs out of conjunctions freely; yet nothing in the nature of word-making forbids. Every one recognizes a kind of legitimacy, lawfulness in the deaf-mute's word creation. We do, however, make verbs freely out of nouns. We say, "sanded the floor," "bridged the river," "aired the room." We sometimes, indeed, use some other verb sign than a mere element of inflection. If we wish to make a verb from

the noun *length*, we add the verbal suffix *en*, *length-en*. So we add *ize* to the noun *revolution* to form the verb *revolution-ize*; or use a verbal prefix, as in *becloud*, *encircle*; or we make some change in the interior form of the word. *Dip* and *deep*, for example, are primitively, the same. Still further: the mode of using the word of itself, indicates, in many cases, no change in the form, whether the word is a verb or a noun. *Because*, in the deaf-mute's use of it, is as truly a verb as *wherefored*. The principle of parsing in grammar is, that not the form of the word but the use made of it indicates what part of speech it is, whether a noun, an adjective, a verb, etc.

We do not now in English very freely make verbs of adjectives except by a proper verbal affix. Yet in the early stages of the language, this was done with little restriction, simply by adding a sign of verbal inflection. Thus, Wycliffe has the verbs *nighed*, *meeketh*, *fatted*, *loweth*, from the adjectives *nigh*, *meek*, *fat*, *low*.

In the same way, verbs may be made of pronouns and other parts of speech. Thus in Ooke's insulting address to Sir Walter Raleigh: "I *thou* thee."

The principle is, indeed, universal, that words, whether nouns or other parts of speech, may be employed for other grammatical uses, and so new words be formed. It is usage only that places restrictions on such word-conversions, or word-creations.

Besides these more familiar modes of forming new words from existing stems by prefixes, suffixes, internal changes, and by change in use, indicated by the form of the sentence, there is another mode which is not infrequent, but which has been less recognized. It more strikingly illustrates the governing principle of all word formation. There are many pairs and groups of words in our language, of which the several words in each respective pair or group were originally the same word, having the same orthography and the same meaning, but in the progress of the language have assumed a different orthography and a different meaning. Thus there was in our language the word *wiht*, signifying generally, *what has come to be*, as a living creature or an inanimate thing, being of the

same origin with our word *to wax*, but without the modifying suffix *s*, in this word, and with the suffix *t*, signifying *result* or product. This word *wiht* has passed into two forms with different meanings; as *aright*, a living creature, and *whit*, a thing. So *diurnal* and *journal* are from the same Latin word. *Diurnal* is, *humor* and *humane*, *skirt* and *shirt*, *screw* and *shrew*, *to* and *too*, *of* and *off*, are other instances of the same process of word-formation so common and extensive in our language. This process is constantly going on multiplying words in our vocabulary. It may be—it generally is at first—provincial; but the change is accepted as legitimate and ultimately becomes established. In America, thus, we more commonly distinguish by the spelling the verb *passed* from the adjective *past*; we say, “he has *passed* his prime;” but “the *past* year.” In England this distinction is not so generally accepted, yet there is every probability of its final prevalence.

These glimpses of the wonderful process by which language is ever changing and growing will suffice to satisfy us as to the great governing law in all speech—origin and progress. There is a law which governs the formation of words as truly as there is a law which governs the formation of the leaves of the forest, to which the production and growth of every word in form and in significance as of every leaf, is subject. We can account for anomalies in words, for the appearance of words which seem irregular in form or in significance, as easily as we can for leaves which seem to us to be irregular in shape, in color, or in function. Language is not of hap-hazard origin, but under the guidance of fixed law.

This law is the governing principle of all thought. It is scientifically known as the law of *the same and the different*. No word can come to be, except as it is identified by him who introduces it and by him to whom he addresses it as with some thought. If wholly a new word, this identification is through some property of the object expressed by it, some quality or some effect identified by speaker and hearer alike, or through some condition or relation that is the same to both. If it be not

wholly a new word but a derivative, then the original stem is identified with a certain meaning by both the speaker and the hearer, and the modification is effected by the incorporation with the stem of some element also identified by both parties, which incorporation makes the new word, different in form, different in meaning.

This great law of word-formation is simple ; indeed so simple that its announcement will seem perhaps as of no account and unworthy of regard. But like the equally simple law of universal gravitation, its significance and value grow ever in the estimation of the careful student of language as he applies it in his investigations, and draw forth his admiration at its sway and potency in every step of his progress. Like the law of Newton it sweeps away the ten thousand fanciful and baseless theories about language and its changes, and puts upon us the only true, rational and successful method of study. From its application to the phenomena of speech, the progress of linguistic study henceforth may be anticipated as rapid and sure. It will guide as to rational theories of the nature of language, of the origination of dialects, of the affinities of dialects, of the change that must ever be going on in every living dialect, and the legitimate conditions of every proposed innovation in the spelling or use of words.



## THE ASTEROIDS, OR MINOR PLANETS.

BY PROFESSOR DANIEL KIRKWOOD, LL. D.

The recent progress of discovery in the zone of asteroids between Mars and Jupiter has been very remarkable. The number of these bodies now known is no less than 103; 8 having been detected within seven months of the present year. The following is a list of the discoveries made since January 1st, 1866:

NO.	NAME.	DISCOVERED.		
		ON	BY	AT
86	Semele . . . . .	1866—Jan. 4 . . . .	Tietjen . . . . .	Berlin.
87	Sylvia . . . . .	May 17 . . . . .	Pogson . . . . .	Madras.
88	Thisbe . . . . .	June 15 . . . . .	C. H. F. Peters	Clinton, N. Y.
89	Julia . . . . .	Aug. 6 . . . . .	Stephan . . . . .	
90	Antiope . . . . .	Oct. 1 . . . . .	Luther . . . . .	Bilk.
91	Aegina . . . . .	Nov. 4 . . . . .	Borelli . . . . .	Marseilles.
92	Undina . . . . .	1867—July 7 . . . .	C. H. F. Peters	Clinton.
93	Minerva . . . . .	Aug. 24 . . . . .	Watson . . . . .	Ann Arbor.
94	Aurora . . . . .	Sept. 6 . . . . .	Watson . . . . .	Ann Arbor.
95	Arethusa . . . . .	Nov. 23 . . . . .	Luther . . . . .	Bilk.
96	Aegle . . . . .	1868—Feb. 17 . . . .	Coggia . . . . .	Marseilles.
97	Clotho . . . . .	Feb. 18 . . . . .	Tempel . . . . .	Marseilles.
98	Ianthe . . . . .	April 18 . . . . .	C. H. F. Peters	Clinton.
99	. . . . .	May 28 . . . . .	Borelli . . . . .	Marseilles.
100	. . . . .	July 11 . . . . .	Watson . . . . .	Ann Arbor.
101	. . . . .	July 15 . . . . .	Watson . . . . .	Ann Arbor.
102	. . . . .	Aug. 23 . . . . .	C. H. F. Peters	Clinton.
103	. . . . .	Sept. 5 . . . . .	Watson . . . . .	Ann Arbor.

It is not proposed to give any detailed account of the different members of this planetary cluster. A brief summary, however, of the principal facts known in regard to them may not be destitute of interest.

1st. The only members of the group ever seen by the naked eye are Vesta and Ceres. The former sometimes appears as a star of the 6th magnitude, when it may be easily seen without optical aid. The latter, though considerably fainter, has been likewise so observed; only, however, under favorable circumstances.

2d. The diameters of these bodies are too small to be determined by actual measurement.\* Knowing, however, their true distances and *apparent* magnitudes, a

\*The measurements of Ceres, Pallas, Juno and Vesta, by Schroeter and others, are now considered erroneous.

probable estimate may be formed of their *real* dimensions. In this way it has been calculated that the diameter of Vesta, the brightest, is about 300 miles, and that of E-nomia, perhaps the smallest yet detected, about 12 miles. It would, therefore, take nearly three million such planets as the latter to form a globe as large as the earth. If, moreover, the mean density of the asteroids be the same as that of the earth, a man of ordinary size, if transferred to the surface of such a planet, would weigh no more than one-fourth of a pound.

3d. Dr. Olbers regarded the asteroids as fragments of a single exploded planet—a theory which has been favorably received by many eminent astronomers. Let us briefly inquire whether recent discoveries either confirm or disprove this celebrated hypothesis.

Granting the possibility of a planet's explosion and the permanent separation of its parts into distinct planetules, the orbits of the resulting fragments must all pass through the point at which the catastrophe occurred. Now the mean distance of Flora, the innermost member of the group, is 202,000,000, miles; that of Sylvia, the remote, 321,000,000. The breadth of the zone is consequently greater than the entire intervals between the orbits of Mercury and Mars. Moreover, the *perihelion* distance of Sylvia exceeds the *aphelion* distance of Harmonia by a quantity equal to the intervals between the orbits of Mars and the earth. It is obvious, therefore, that the hypothesis of Olbers has lost all claim to probability.

4th. The orbits most nearly coincident are those of Fides, Maia, Clytie and Frigga; indeed the elements of the two latter are almost identical. Hence at some future epoch these members of the cluster must approach extremely near to each other;—possibly so near as to be held together by their mutual attraction as a binary system.

## WHAT THE MAPLE SAID.

'Twas a sweet, quiet evening, when weary and lone,  
 I walked through the shadows, to ponder and dream.  
 My spirit was sad, for life's changeful scenes  
 Were sketches from cloudland, with few sunny greens.  
 While the soft light was fading, the whispering breeze  
 Seemed communing with spirits that dwell in the trees;  
 And when a tall maple its dark branches swayed,  
 A voice seemed to whisper, "Be not afraid."  
 It spoke like a friend, with tones low and sweet,  
 Saying, "Weary one, rest in this lovely retreat.  
 Then, sweeter than faries in dreamland or song,  
 It whispered, "Be patient, be faithful, be strong;  
 I stand here securely while men pass away,  
 For swiftly, ah, swiftly, they sink in decay.  
 The red hunter's fire, with the song that he sung,  
 While the panther's wild scream through the solitude rung;  
 The tall, dark-browed warrior, that here in my shade,  
 Wooed and won the deep love of the wild forest maid;  
 The council of death, where the pale captive's cry  
 Was stifled by billows of flame rising high;  
 All—all have gone by ere I have grown old,—  
 They have faded from earth like a 'tale that is told.'  
 Thy day, too, is passing, its labors begun,  
 Yet much must thou toil ere its mission is done.  
 Then, faint one, be strong, for thy life soon will close,  
 And thy sorrows lie hushed in eternal repose.  
 Though fierce winds howl round thee, and sad tempests beat,  
 They but drive thee more swiftly to rest pure and sweet.  
 Then bravely toil on and fulfill thy proud trust,  
 For thou and the maple must crumble to dust."

LUTE LODA.

*Rural Academy, Indiana.*

## OFFICIAL DEPARTMENT.

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DEPARTMENT OF PUBLIC INSTRUCTION,  
OFFICE OF SUPERINTENDENT,  
*Indianapolis, Nov. 5, 1868.*

A vs. B.  
*Appeal from the Examiner  
of County.*

On the 14th day of September, 1868, the Examiner of \_\_\_\_\_ County revoked the license given B. on the 27th day of October, 1866, to teach in the schools of said county for the term of two years, assigning as a reason therefor "Immorality, incompetency and general neglect of the business of the school."

On the 15th day of September an appeal was taken by B. from the decision of the Examiner to the Superintendent of Public Instruction. Papers showing the proceedings in the case were properly made out and filed in the office of the Superintendent.

Due notice having been given both parties, the Superintendent of Public Instruction gave each a full and sufficient hearing, both by his own statement and the presentation of witnesses. The evidence adduced on the part of the complainant, was to the effect that B. had been heard on no occasion to use the word "By God," apparently profanely, but witness could not tell in what connection they were used. One witness by personal observation while visiting his school considered the order bad as indicated by students talking, whispering and passing notes. One witness had heard him say while drilling the "Fighting Boys in Blue," "Why in Hell do you not get into line." He was also reported to have spoken disrespectfully of ladies, but witness's information was from rumor. Said B. was also known to have frequently whispered in the church choirs in both the Methodist and Presbyterian churches, and sometimes passed notes written on the fly leaves of books, to the annoyance of church members.

On the other hand it was well shown that when the said B. had been accused of neglect of duty in his school on complaints of children, and examination had been made of the cases of complaint he had been uniformly acquitted. The school property had been well

preserved by him, both indoors and out. His schoolrooms were kept in more than usually elegant order. His success as a teacher was about an average. He was not usually known to use, or suspected of using, profane language. When he whispered or talked in church it was usually between the bells before the service began, and when otherwise it was not of a character that most persons would consider disorderly. He was considered a frank, honest, and honorable man. He was a regular Sabbath School teacher, in good standing with his class and superintendent—was a regular attendant of religious worship, and participated acceptably in the Presbyterian and Methodist choirs. He was believed to be an efficient teacher, regular and industrious in his habits, a reader of educational periodicals, and showed a laudable desire to keep informed on professional matters.

From this evidence the Superintendent, while he highly commends the interest of the Examiner in guarding the moral character of our youth from the influence of improper conversation and example, both while in and out of school, feels in summing it up upon its evident merits, that justice to the said B. requires him to decide, that while some of his indiscretions merit admonition and even reprimand, they are not of a character sufficiently grave to warrant the revocation of his license to teach.

The Superintendent therefore restores him to the rights and privileges given him by his license of October 27th, 1866, and reverses the decision of the Examiner in revoking his license.

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## NOTICE TO APPLICANTS FOR CERTIFICATES.

BY STATE BOARD OF EDUCATION.

During the meetings of the State Teachers' Association at Richmond, there will be an opportunity for candidates for State Certificates to have their examinations, provided as many as five shall apply. A meeting of the Examining Committee is called at 9 o'clock, Dec. 29th. All applications should be made by that date.

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The Superintendent of Public Instruction desires Superintendents of graded schools to send him copies of their Schedule of Study.—He especially wishes those of city schools.

## EDITORIAL—MISCELLANY.

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### BUSINESS NOTICE.

In the October number of the JOURNAL we requested that all matter intended for insertion as reading matter should be sent to Bloomington and not to Indianapolis. Some having failed to comply, we here repeat that request. We further request that our exchanges be sent to Bloomington. Exchanges, please observe and oblige.

2. As the JOURNAL usually goes to press from the 20th to the 22d of the month, matter should not be sent later than the 10th, if it is desired that it should appear in the next issue. Friends, please observe the above, and prevent disappointment.

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### THE SUPERINTENDENCY.

The office of Public Instruction has changed hands since our last writing. The writer resigned the office on the seventeenth of October, and Hon. B. C. Hobbs elected on the thirteenth, was appointed to fill the unexpired term. This unexpired term continues until the fifteenth of March, 1869.

We are pleased to be able to state that Mr. Hobbs has accepted the appointment and entered upon duty. Our pleasure in this arises from our belief in his fitness for the position. When Mr. H. was nominated to this office, we said through the JOURNAL that "it was with real pleasure that we announced his nomination." Our pleasure arose then as now from the same cause, namely, from our belief in his fitness, and, without desire to eulogize, we would say *eminent fitness* for the position. His long, faithful, and efficient service as an educator warrants this belief.

His term of office for which he was elected, as intimated above, will not commence until March 15, 1869; which term continues two years.

In this connection we desire to submit the thought that the term of office is too short. Resting our judgment on experience, we are clearly of the opinion that it should be four years. The field is too

wide and the labor too complicated to permit the possibility of change at the end of two years. It is well known to every Superintendent who has held the office two terms, i. e. four years, that the last two years were worth to the State a heavy per cent. more than the first two.

We, therefore, submit whether the constitutional provision which limits a term of this office to two years, ought not to be so changed as to allow terms of four years. We commend this thought to the consideration of all who are seeking the greatest good to the greatest number.

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### THE JOURNAL FOR NEXT YEAR.

Our readers well know that we are not in the habit of making many promises. We have preferred to let our work speak for itself. So we prefer now. Hence we propose only a few points in this connection :

1. That at the close of last year we stated that it was our purpose to try to make the JOURNAL worthy of the great cause it serves. Waiving any appeal to our own judgment, the abundant testimonials in our possession from prominent educators, from teachers institutes and associations, and from newspaper editorials in this and other States, induce the pleasing belief that our promise has not been void.

2. We think we may modestly repeat the same promise for next year. We feel the more encouraged to make this promise because, first, we are in a position where we can command much more time for the JOURNAL than at any period within the last four years. In the office of Public Instruction there come no vacations from the first day of January to the thirty first of December ; to the teacher they come weekly, quarterly and annually. Second, because of the many words of commendation from educators representing the various grades and departments in our system. Third, and last, because of the flattering list of able contributors promised for next year. This last is gratifying to us in a high degree, and we believe it will be the same to our readers, giving them pledge of a variety, experience and ability never promised before in the history of the JOURNAL.

Believing that our readers would like to know who these are, and hoping our contributors will pardon this publicity, we present the names of some :

#### FROM OTHER STATES :

Rev. E. O. Haven, D. D., President Michigan University ; John S. Hart, LL. D., Principal, State Normal School, New Jersey ; Prof.

Wm. Phelps, Principal, State Normal School, Minnesota ; Miss S. J. Timanus, Normal School, Minnesota ; Prof. Henry N. Day, Yale College, Conn. ; Prof. A. R. Benton, Alliance University, O. ; Prof. Thomas W. Harvey, Superintendent Painesville Schools, O.

#### OUR STATE :

*Asbury University* : Pres't Thos. Bowman, Prof. J. A. Reubelt, Prof. Joseph Tingley.

*State University* : Pres't Cyrus Nutt, Prof. T. A. Wilie, Prof. Richard Owen, Prof. C. M. Dodd, Prof. Daniel Kirkwood, Prof. E. Ballantine, Prof. E. Marquis.

*Hanover College* : Pres't G. D. Archibald.

*N. W. C. University* : Prof. S. K. Hoshour.

*Spiceland Academy* : Prof. Wm. B. Morgan, and Prof. Clarkson Davis, (both Ex-Professors of Earlham College).

*Salem Academy* : Prof. James G. May.

#### PUBLIC SCHOOLS.

Barnabas C. Hobbs, Superintendent of Public Instruction ; J. M. Olcott, Superintendent Terre Haute Schools ; A. M. Gow, Superintendent Evansville Schools ; E. P. Cole, Superintendent Bloomington Schools ; Hamilton S. McRea, Superintendent Muncie Schools ; J. C. Ridpath, Superintendent Lawrenceburgh Schools ; E. H. Staley, Superintendent Frankfort Schools ; R. F. Brewington, Superintendent Vevay Schools ; D. E. Hunter, Superintendent Peru Schools ; and others whose promises are conditioned by time and duties.

Without boasting, we think here is a list of names representing learning, experience and ability sufficient to grace any magazine in the country. Here are several names which are conceded to occupy a position among the first in our profession in the United States.—Some of these promise one article only, others several, and still others a series.

Some of the subjects proposed to be discussed, are, Teaching English Grammar ; Prizes in Schools ; Natural Science in Public Schools ; Structure of the English Language ; English Etymology ; English Orthography ; Methods of Studying German, and Advantages of the Same ; Greek in Colleges and in the Public Schools ; The Ancient Classics as Aids in Studying the English ; Geology of Indiana ; and Biographical Sketches of several of Indiana's prominent and deceased educators.

Added to the above we are pleased to be able to inform Examiners and Trustees that Superintendent Hobbs will use the Official Department for the publication of his opinions, decisions, circulars, and other matters pertaining to his office and the interests of the schools.



This department has been highly valued by school officers within the last few years, and we have no doubt but that it will be equally valuable for the year to come.

In conclusion, we sincerely thank you, friends and readers, for your aid in circulating the JOURNAL, and furnishing matter for its columns, and especially for your charity which has enabled you to treat faults and failures with becoming leniency. Allow us to ask the continuance of your patronage and good will for the future.—Further, allow us to ask you to write, young and old, experienced and inexperienced. Notwithstanding the large list of contributors named above, we will most likely be able to make room for your production, if worthy, and if not worthy we will candidly tell you, suggesting, so far as we are able, the means of improvement.

And now as another golden cycle of time will have been completed ere we speak to one another again, and as this cycle marks another year in our lives, my sincere hope is that we each are not only one year older, but one year wiser, better and nobler than ever before. May a Beneficent Providence grant that this may be so in the case of every one.

A happy new year to each, and a happy and useful life to all.

### METEOROLOGICAL REPORT.

From Indiana State University, for the Month of October, 1868.

Mean Temperature,	- - - -	51°.62
Maximum Temperature,	(2d and 7th) -	73°.00
Minimum Temperature,	(9th) - -	27°.50
Warmest Day,	(2d) - - -	64°.33
Coldest Day,	(17th) - -	38°.13
Barometer, Mean Height.	- - -	29.341 in.
“ Highest,	(17th) - -	29.739 in.
“ Lowest,	(7th) - - -	28.904 in.
Relative Humidity, (1.00 denotes complete saturation of the air)	- - - -	.70
Amount of rain, (for the latter half of the month)		0.25 in.
Cloudiness, (10 denotes complete obscuration)		4 5
Velocity of Wind per hour, (Robinson's Anemometer)	- - - -	2.05
Prevailing Winds, South.		D.

**LARRABEE MONUMENT.**—Prof. Phillip Gillett, of Jacksonville, Ill., has sent the first contribution, (\$10.) to the Larrabee Monument fund.

## INSTITUTES.

The Clinton county Normal Institute was in session three weeks, enrolling 58 names. Instructors, A. C. Shortridge, E. N. Bolea, J. H. Brown, and T. J. Armentrout—E. H. Staley, Superintendent. Evening lecturers, by A. C. Shortridge, and B. C. Hobbs.

Lake county Institute held at Crown Point enrolled 70 names. Instruction was given in all the common school branches. Interest reported good.

Grant county Institute held at Marion enrolled 80 names. Instructors, Cyrus Smith, R. S. Gregory, A. H. Harrite; Examiner Harvey, Superintendent. A County Association was organized.

Fulton county Institute held at Rochester, opening September 28th, enrolled 60 names. Instructors, Cyrus Smith, W. H. Banta, and Prof. Green. This was pronounced the best Institute ever held in the county.

Madison county Institute, opening October 5th, at Anderson, enrolled about 100 names. Prof. Kidd gave instruction in elocution; Examiner Stone, Superintendent.

Porter county Institute, opening October 19th, enrolled 75 names. Instructors, A. Wilcox, Hiram Hadley, Mr. McTetrick, Kate Cummerford, and Cyrus Smith. The exercises were pronounced highly interesting and valuable.

Randolph county enrolled 50 names; Elkhart, 80.

The teaching in most of these was believed to contain more of the normal methods than is usual.

Good lists of subscriptions to the JOURNAL were sent from most of these. Many thanks to the friend or friends who thus presented the claims of the JOURNAL.

Examiner Dakin, of Tippecanoe county, informs us that his Institute will open December 21st, in Lafayette.

**TOBACCO.**—Since the days of king James' "*Counter Blast against Tobacco*," this precious pest has fared rather badly. In each of three copies of school-rules now on our table we find a counterblast. These are the Zionsville, Attica, and Clinton county rules, respectively.

Zionsville says, "The use of *tobacco* on the premises is strictly forbidden." Attica says, "No teacher or pupil will be allowed to use *tobacco* in school hours, nor in or about the school building. Clinton county says, "The use of *tobacco* in any form within the school house is strictly prohibited."

Thus the war goes on. Let it continue until it becomes a genuine crusade, ultimating, if it may, in the complete abolition of one of the prevalent evils of our times.

**TUITION REVENUE.**—The amount of tuition revenue apportioned for fiscal year ending October 15th, was \$1,414,615 02. This does not include the Congressional revenue, or revenue arising from the Congressional fund. The amount from this source was, year before last, \$152,086 10 ; for the year just closed, it will not be less, but may be more. Adding this sum, the aggregate apportionment for the year is \$1,566,701 12. The amount for the year ending October 15, '67 was \$1,477,462 54, giving the handsome gain of \$89,238 58.

**YOUNG LADIES IN COLLEGE.**—A short time since twenty-three young ladies asked to be admitted as students into Wabash College, at Crawfordsville, in this State. But after due consultation the Faculty informed them that they, (the Faculty,) were not authorized by the powers conferred to admit them. They were consequently excluded. The young ladies, or their friends, may choose to take an appeal to a higher court, namely to the Board of Trustees, or to the Legislature ; to the former asking an amendment of the By-Laws, or to the latter, asking an amendment to the Charter.

**NORMAL INSTRUCTION.**—Prof. James G. May, of Salem, has had for the current term a normal class numbering twenty-two. Examiner Staley, of Frankfort, had a normal class of twenty in the early part of the term, all of whom are now teaching in the public schools of Clinton county.

**ARTICLE DECLINED.**—*Puero* sends an article on *Partiality* in the employment of teachers. He has some good thoughts on an interesting subject ; but his style is defective, his sentences being long, and cumbersome, consequently often obscure. *Puero*, look well to your style, and try again. Remember, " True ease in writing comes from art, not chance."

**INDIANA STUDENT.**—This is the title of an eight paged semi-monthly, published by the students of the State University. This paper has snap, spice, and point. Some of the articles give evidence of ready and flexible pens. Terms, \$2.00 per annum. Address "*The Indiana Student*," Bloomington, Indiana.

**MILITARY.**—The military arrangements of the State University spoken of in last issue have been perfected. Major General Long is on the ground and at work, giving instruction in military science and exercise in military drill. A company of sixty-seven students has been organized for drill. Uniforms will be furnished at student's expense, and arms by the State.

**INSANE.**—Orpheus Everts, M. D., of Michigan City, entered upon duty as Superintendent of the Insane Asylum, at Indianapolis, on the 10th ult., *vice* Dr. Lockhart, resigned. Dr. Everts comes with a fine medical reputation.

**CHILDREN.**—The number of children of common school age, *i. e.*, between 6 and 21 years, as reported to the office of Public Instruction September 1st, was 592,875, an increase over the preceding year of 15,865.

**REMOVAL.**—The office of Public Instruction has recently been removed from Vinton's Block, on Pennsylvania street, to Gallop's Block, on the corner of Tennessee and Market, directly east of State House.

**BIOGRAPHICAL.**—The next number of the JOURNAL will contain a biographical sketch of Prof. B. T. Hoyt, an Ex-President of the State Teachers' Association, and Professor in Asbury University at time of his decease.

## ADJOURNED MEETING OF SUPERINTENDENTS' CONVENTION,

*To be held at Richmond, Tuesday, December 29th, at 2 o'clock P.M.*

In pursuance of a resolution adopted at a Convention of Superintendents of City and Town Schools, held at Shelbyville, Ind., July 30th, 1868, the Committee there appointed on Permanent Organization would respectfully request the Superintendents throughout the State to make arrangements to be present at the Hall designated in the city of Richmond for the meeting of the State Teachers' Association, promptly at 2 P. M. on Tuesday, Dec. 29, for the purpose of effecting a permanent organization of Superintendents of City and Town Schools for the State of Indiana.

The following was adopted at Shelbyville :

*Resolved*, "That for the purpose of discussing from time to time the various subjects connected with the management of city and town schools, and for the further purpose of discussing questions of a scientific and literary character, we make a permanent organization of School Superintendents for the State, to meet annually ; and that a committee of five be appointed to draw up Articles of Association—the said committee to report at an adjourned meeting to be held during the week designated for the next annual meeting of the State Teachers' Association, and at the same place thereof, the day to be designated by the committee."

The business of the hour will be the adoption of a constitution and the election of officers.

J. M. OLCOTT, *Chairman Com.*

## THE ASSOCIATIONS.

Our readers will all bear in mind that the State Teachers' Association and the State Collegiate Association meet at Richmond in the holidays. Also that in pursuance of a resolution of the State Convention of Superintendents at Shelbyville last summer, the Superintendents of city and town schools will meet at the same time and place to organize a permanent association.

Eminent teachers, Superintendents, Examiners, and College Professors and Presidents will not, we trust, fail to be there. Let the meeting be the largest and best ever held in the State. Remember, Indiana is moving, and if you do not mind, dear reader, she will move off and leave you.

For particulars as to exercises, board, railroad fare, &c., see the programmes of the executive committees.

Reports of these meetings will appear at length in the February No. of the JOURNAL.

## INDIANA COLLEGIATE ASSOCIATION.

The Second Annual Meeting of this Association will be held in Richmond on the 29th of Dec., opening at 1½ o'clock P. M., at such place as the friends there shall designate. Information will be given at the depot and hotels.

## EXERCISES.

1½ o'clock—Preliminary Business.

2 o'clock—Inaugural Address by the President, Rev. Cyrus Nutt, D. D.

Discussion of same.

3—PAPER: "The Practical Value of Greek in the College Curriculum, and the best method of teaching it." By Professor E. Balantine.

Discussion of Paper and subject.

4—PAPER: The Education of the Sexes in Higher Institutions of Learning.

Discussion of Paper and subject.

DISCUSSION: Should a knowledge of any portion of the Greek Language be a prerequisite for entering the Regular College Classes?

DISCUSSION: Should we aim at Uniformity throughout the State in the Pronunciation of Latin? If so, what system shall be adopted?

Members are requested to come prepared to discuss these questions and to submit others for future consideration.

Signed,

MEMBER OF BUSINESS COMMITTEE.



*Afternoon Session.*—1. What should be the Relation of the Colleges of our State to our Public Schools? By J. M. Olcott, of Terre Haute.

2. Election of Officers.

3. Short Addresses from Superintendent of Public Instruction and visitors.

4. Miscellaneous.

*Evening Session.*—Address by W. D. Henkle, of Salem, Ohio.

2. Miscellaneous.

Opportunity will be given each evening for the discussion of some topics not stated in the programme, if it shall be desired.

Teachers arriving upon the cars are requested to assemble at the High School room, where homes will be assigned to them.

GEO. P. BROWN, *Ch. Ex. Com.*

## BOOK TABLE.

A PRACTICAL GRAMMAR of the English Language, for the Use of Schools of every Grade. By Thomas W. Harvey, A. M. Cincinnati: Wilson, Hinkle & Co.

It has passed into a quasi-aphorism that the "Grammar of the English Language has not yet been written." This is substantially, though circumlocutively, saying that so far English grammars have been failures. We give no opinion on the position in its full scope, but accept its truth as applied to several grammars that we have seen within the last twenty years.

Waiving these general statements, we are happy to believe the grammar before us is not a failure. Affirmatively and stronger we believe it a success—an eminent success, and for the following among other reasons: 1, Clearness; 2, Accuracy; 3, Minuteness; 4, Exhaustiveness.

The first two qualities belong to both the language and thought; the latter two, to the thought, or subject matter alone. These qualities are apparent and striking in the rules and definitions. The definitions have a mathematical terseness and comprehensiveness unusual in works in language. Had we room we should like to illustrate this statement by quoting several such definitions as, "A *noun* is a name; a *pronoun* is a word used instead of a noun;" "the *possessive case* is the use of a noun or pronoun to denote ownership, authorship, origin or kind." The first and second show brevity; the third, comprehensiveness. A definition at once comprehensive, clear and concise, shows the ability of a master.

The two qualities in the second group, namely, *minuteness* and *exhaustiveness*, are quite as conspicuous as those in the former.

This minuteness is exhibited in the disposal of anomalies, or in what are usually called "exceptions to general rules." By carrying this minuteness through all the departments we have exhaustiveness. This has been done in a degree which we have seldom, if ever, seen equaled in an elementary grammar.

Looking at the work through a different classification, namely, etymology and syntax, we are again constrained to commend. It is of the latter, syntax, we would here speak. This, bating a single minor element, is excellent. This alone gives the book a claim to favor. This minor element of objection lies in a too extended classification in the "modifying elements."

Without naming other characteristics in this work, we close by saying, it is our deliberate opinion that this is a work of superior merit.

INTRODUCTION TO LATIN COMPOSITION; by Albert Harkness, Ph. D., Professor in Brown University. New York: Appleton & Co.

The best way to gain a thorough knowledge of any foreign language, is to attempt to write it. Its principles must be mastered before they can be applied, and any uncertainty in the student's knowledge is discovered, and the deficiency supplied. During the last few years this method of study has been generally adopted, to a greater or less extent, in the Latin; and various works on Latin Composition have been published. The excellent one by Arnold has been extensively used, with great advantage, in our schools. But it has the fault of presenting a subject, which is necessarily somewhat familiar, with new phraseology, requiring what seems to be an unnecessary tax on the memory; and the progress is so slow that the study is entered upon, both by the teacher and pupil, with some reluctance. There has been great need of a work, at once simple and thorough, adapted to some American grammar. In the volume before us the author has endeavored to supply this want. Making his own grammar, now so widely used, the basis, he has proposed a work which in the words of the preface, "aims to be at once *simple, progressive, and complete*." It is divided into three parts, adapted to different stages of study, and is designed to accompany the student through all his preparatory, and the earlier part of his collegiate course. Constant reference is made to the grammar, and reviews of the different parts of the grammar are so frequent and thorough, that no one who completes the study of this work can fail to become a good Latin scholar. The book is furnished throughout with model sentences selected from Cicero, thus insuring purity of style; the progressive steps are so gradual, and so sure, that no one need fear



to undertake the study; and the teacher who uses the book from the first, and follows out the design of the author, will find that his efforts to make the pupil *understand* the language are no longer in demand. All of Harkness's late books, including an Introductory Latin Book, a Reader, a Grammar, and this work on Latin Composition, give evidence of having been prepared by an experienced teacher.—We take this opportunity of recommending them to the attention of the teachers of the State, as the best series now published. D.

**HANDBOOK OF THE STARS**, for School and Home use. By W. J. Rolfe and J. A. Gillet, Teachers in the High School, Cambridge, Mass.

We have in this work a valuable epitome of astronomical facts. Brief descriptions of the constellations are first given, illustrated by a number of beautiful Star-maps. Then follows a treatise on the solar system, including comets, meteors, and the zodiacal light. The chapter on the sun contains a highly interesting account of the "results of the recent careful study of the solar spots, of the wonderful analysis of light by means of the spectroscope, and of the revelations made by this analysis in regard to the constitution of the sun and the Stars." The work is well printed and handsomely illustrated.

We notice, however, a few errors or defects. No account is given of the recent correction of the elements of the solar system. New values of the earth's mass, and of the distances of the planets, resulting from the late re-determination of the sun's horizontal parallax, are now adopted by the best authorities both in Europe and America. The matter is certainly one of too great importance to be wholly ignored in a work professing "to state clearly and concisely what is at present known of the heavenly bodies." Again it is stated in regard to the group of planets between Mars and Jupiter that they "spread through a zone some 50,000,000 miles in diameter." The true diameter is well known to be more than twice that amount. With the exceptions named, however, and perhaps one or two others which might be specified, the work is quite accurate; and we accordingly recommend it to teachers and others as a trustworthy manual of descriptive astronomy. K.

**LIPPINCOTT'S MAGAZINE** continues not only to hold its high rank, but like the crescent moon, grows on you with age. This year seems better than any preceding. Each number furnishes one or two practical articles dealing earnestly with some question of the day. These articles alone are in our judgment amply worth the cost of the magazine.

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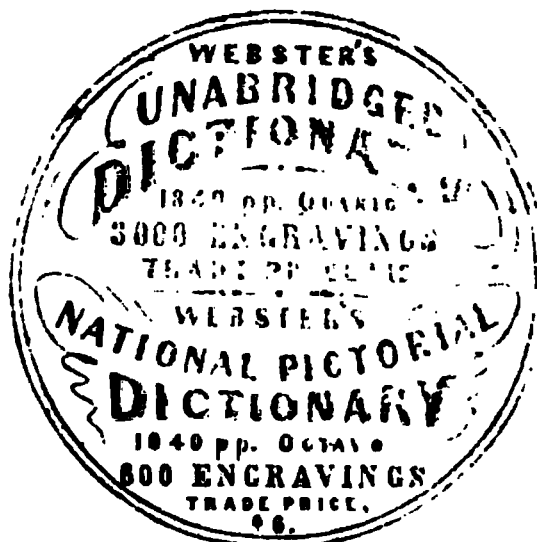
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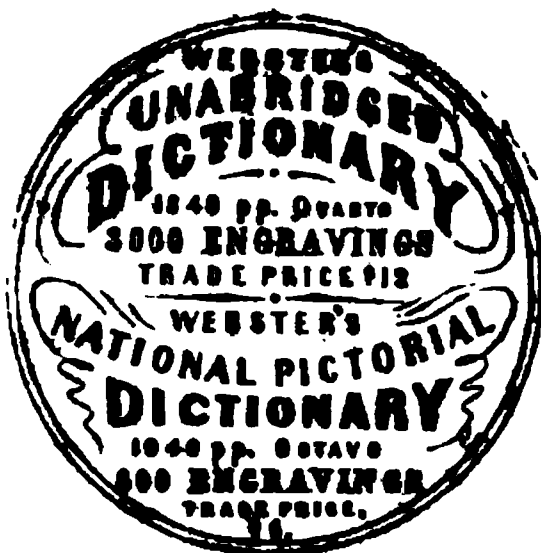
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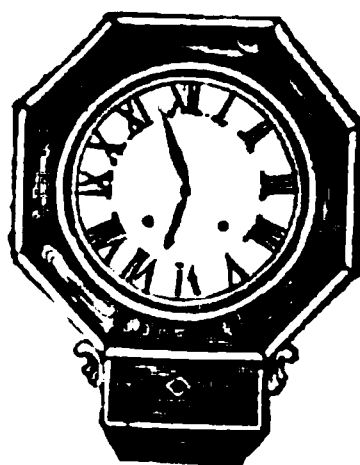
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VOL. XIII.

No. 10.

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GEORGE W. HOSS, Editor:

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No. 11.

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*J. A. Bell*

DECEMBER, 1868.

VOL. XIII.

No. 12.

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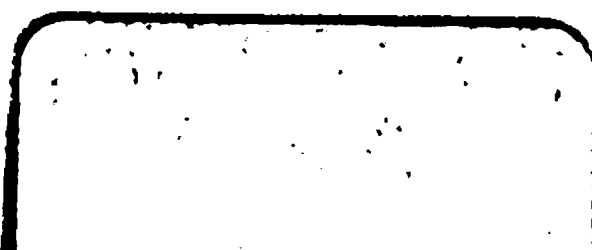
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